

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

APPLICATION FOR NEW GRANTS UNDER THE TEACHER INCENTIVE FUND PROGRAM

CFDA # 84.385A

PR/Award # S385A100089

OMB No. 1810-0700, Expiration Date: 11/30/2010

Closing Date: JUL 06, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

| | | |
|--|--|-------------------|
| * 1. Type of Submission | * 2. Type of Application: * If Revision, select appropriate letter(s): | |
| <input type="checkbox"/> Preapplication | <input checked="" type="checkbox"/> New | |
| <input checked="" type="checkbox"/> Application | <input type="checkbox"/> Continuation | * Other (Specify) |
| <input type="checkbox"/> Changed/Corrected Application | <input type="checkbox"/> Revision | |

| | |
|---------------------|--------------------------|
| * 3. Date Received: | 4. Applicant Identifier: |
| 7/3/2010 | |

| | |
|--------------------------------|---------------------------------|
| 5a. Federal Entity Identifier: | * 5b. Federal Award Identifier: |
| | NA |

State Use Only:

| | |
|----------------------------|----------------------------------|
| 6. Date Received by State: | 7. State Application Identifier: |
| | |

8. APPLICANT INFORMATION:

* a. Legal Name: National Institute for Excellence in Teaching

| | |
|---|---------------------------|
| * b. Employer/Taxpayer Identification Number (EIN/TIN): | * c. Organizational DUNS: |
|---|---------------------------|

[REDACTED]

[REDACTED]

d. Address:

| | |
|----------------------|------------|
| * Street1: | [REDACTED] |
| Street2: | |
| * City: | [REDACTED] |
| County: | |
| State: | CA |
| Province: | |
| * Country: | USA |
| * Zip / Postal Code: | [REDACTED] |

e. Organizational Unit:

| | |
|------------------|----------------|
| Department Name: | Division Name: |
| | |

f. Name and contact information of person to be contacted on matters involving this application:

| | | |
|--------------|---------------|------|
| Prefix: | * First Name: | Gary |
| Middle Name: | | |

* Last Name: Stark

Suffix:

Title: President and CEO

Organizational Affiliation:

National Institute for Excellence in Teaching

* Telephone
Number:

Fax Number:

* Email:

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-052110-001

Title:

Office of Elementary and Secondary Education: Teacher Incentive Fund ARRA CFDA
84.385

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

*** 15. Descriptive Title of Applicant's Project:**

Increasing Educator Effectiveness and Student Achievement in Rural High-Need Schools

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: CA-30

* b. Program/Project: AR-1; AR-3

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 10/1/2015

18. Estimated Funding (\$):

| | |
|--------------|---------------|
| a. Federal | \$ [REDACTED] |
| b. Applicant | \$ [REDACTED] |
| c. State | \$ 0 |
| d. Local | \$ |
| e. Other | \$ |
| f. Program | \$ |
| Income | |
| g. TOTAL | \$ [REDACTED] |

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☒ a. This application was made available to the State under the Executive Order 12372 Process for review on 7/6/2010.

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

☐ Yes ☒ No

☒ ** I AGREE



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
National Institute for Excellenc...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

| Budget Categories | Project Year 1(a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------|
| 1. Personnel | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] |
| 2. Fringe Benefits | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] |
| 3. Travel | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] |
| 4. Equipment | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] |
| 5. Supplies | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 6. Contractual | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] |
| 7. Construction | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 8. Other | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] |
| 9. Total Direct Costs (lines 1-8) | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] |
| 10. Indirect Costs* | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] |
| 11. Training Stipends | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 12. Total Costs (lines 9-11) | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] |

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2008 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify): _____ The Indirect Cost Rate is 11.5%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%

**U.S. DEPARTMENT OF EDUCATION****BUDGET INFORMATION****NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
National Institute for Excellenc...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY**NON-FEDERAL FUNDS**

| Budget Categories | Project Year 1(a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------|
| 1. Personnel | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] |
| 2. Fringe Benefits | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] |
| 3. Travel | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 4. Equipment | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 5. Supplies | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 6. Contractual | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 7. Construction | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 8. Other | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 9. Total Direct Costs (lines 1-8) | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] |
| 10. Indirect Costs | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 11. Training Stipends | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 12. Total Costs (lines 9-11) | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] | \$ [REDACTED] |

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. "794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

| |
|---|
| Signature of Authorized Certifying Representative: |
| Name of Authorized Certifying Representative: Gary Stark |
| Title: President and CEO |
| Date Submitted: 06/24/2010 |

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

| | | |
|---|---|--|
| 1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance | 2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award | 3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 0 Date of Last Report: |
| 4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: Name: Address: City: State: Zip Code + 4: - Congressional District, if known: | 5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known: | |
| 6. Federal Department/Agency: | 7. Federal Program Name/Description: CFDA Number, if applicable: | |
| 8. Federal Action Number, if known: | 9. Award Amount, if known: \$ | |
| 10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: - | b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: - | |
| 11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. | Name: Title: Applicant: National Institute for Excellence in Teaching Date: | |
| Federal Use Only: | | Authorized for Local Reproduction Standard Form LLL (Rev. 7-97) |

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

National Institute for Excellence in Teaching

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: First Name: Gary Middle Name:

Last Name: Stark Suffix:

Title: President and CEO

Signature: Date:
06/25/2010

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : 427 GEPA Statement

File : \\Tap1\public\sshoff\Grants\i3\Supplementary Materials\427 GEPA Statement.doc

427 GEPA Statement

The National Institute for Excellence in Teaching (NIET) is strongly committed to ensuring access to all components of the TAP system for all participants. Accommodations are made for those with specific needs. NIET and its staff maintain regular communication with all TAP participants through established school-wide methods. NIET's core trainings make accommodations for participants with specific needs, and the trainings are available in multiple formats: face-to-face, audio, and soon, online.

Barrier- Teachers with physical disabilities may not be able to travel to the required training opportunities.

Solution- NIET has built into the budget the expansion of our web-based comprehensive training portal that will allow access to all trainings without travel.

Local Evaluation

This project will be evaluated by a third-party professional evaluator with the capacity for working with both qualitative and quantitative data. The purpose of the evaluation will be twofold: first, to provide feedback for continuous improvement in the implementation and operation of TAP in the project schools; and second, to provide an analysis of the evidence that the project is achieving its objectives and goals.

The evaluator will assess progress toward and accomplishment of all of the outcome measures identified in this proposal, as described below. In addition, the evaluator will study the implementation of TAP in the project schools during the length of the grant, including differences in fidelity to the TAP model between schools. The evaluator will also examine the intermediate attitudinal and behavioral outcomes among teachers and principals that are expected to lead to changes in student outcomes as a result of the project.

D(1): Includes the Use of Strong and Measurable Performance Objectives

The evaluation will collect and analyze the following measures of performance related to the goals of the project. For Goal 1 (increase the percent of effective teachers through incentives, career advancement, evaluation and professional development), the objectives and measures are:

1. *Increase the percent of effective teachers as defined within this proposal.* The evaluator will measure teacher effectiveness using the same three indicators on which incentives are based: Skills, Knowledge and Responsibilities (SKR) scores, value-added measures of student growth at the classroom level, value-added measures of student growth at the school level. The evaluator will have access to specific SKR data for each classroom observation occasion and each dimension of instruction, *i.e.*, the data underlying the overall SKR score

for each teacher. The evaluator will also utilize the underlying value-added scores on each subject and not just the composite 1-5 score on which incentives are based. Using the underlying SKR and value-added scores will enable the evaluator to conduct nuanced and statistically powerful analyses of teacher performance on multiple dimensions.

In addition to measuring the percent of effective teachers, the evaluator will investigate relationships between incentives, professional development, and teacher performance. The evaluator will collect and analyze data on the attitudes of teachers toward incentives and other elements of the project, and on the quality of professional development and its relationship to changes in instruction.

2. Increase the percent of effective teachers retained each year. The evaluator will calculate retention rates using administrative data on staff changes, including exit interview data, and will assess the effectiveness of retained teachers using the data described above for objective

1. This analysis will match retention data with performance data from CODE to examine differences in retention between lower- and higher-performing teachers.

3. Increase the recruitment of teachers who are effective or likely to be effective. The evaluator will assess the performance of newly hired teachers at the end of their first year using the data described above, and will analyze their on-the-job performance in the context of their professional qualifications and experience prior to hiring. The evaluator will examine qualification data on applicants as well as hired teachers to assess the quality of the applicant pool attracted by the schools in the project. The evaluator will also use survey and interview data to examine the perceptions of both principals and newly hired teachers regarding the effect of TAP on recruitment quality.

For Goal 2 (increase the percent of effective principals through incentives, evaluation and professional development), the objectives and measures are:

1. *Increase the percent of effective principals as defined within this proposal.* To measure the effectiveness of principals, the evaluator will make use of the 360-degree assessment data described in this proposal, TAP Leadership Team (TLT) observation rubric scores, and school-wide value-added student growth outcomes. The evaluator will examine the relationships between TAP elements, principal leadership, and school performance using survey, interview, and other qualitative data.
2. *Increase the percent of effective principals retained each year.* Given the moderate number of schools involved in the project, the evaluator will be able to analyze principal retention and turnover on a case-by-case, year-to-year basis in the context of the effectiveness data described above. Using survey, interview, and other qualitative data, the evaluator will analyze the relationships between TAP elements, performance, and principal retention.

For Goal 3 (improve student achievement), the objectives and measures are:

1. *Achieve a year or more of student growth at the school level as defined within this proposal.* The evaluator will analyze school-level value-added indicators of student achievement gains on standardized assessments as provided by the contracted value-added vendor. In addition to reporting school progress on this goal, the evaluator will use underlying growth scores for each subject, grade and student subgroup to provide nuanced feedback on the differentiated impact of TAP as well as relationships between impact and implementation measures.

2. Demonstrate progress on state measures of student achievement. The evaluator will examine annual state accountability measures for each school in the project. In addition to measuring overall school progress, the evaluator will use state achievement data disaggregated by subject, grade and student subgroup to complement the value-added analysis of student growth and its relationship to TAP implementation. Data on changes in the percent of students in each proficiency band will also enable an analysis of how TAP affects students at different achievement levels within these schools.

D(2): Will Produce Evaluation Data that are Quantitative and Qualitative

The evaluation will provide both quantitative and qualitative data in the following categories:

- (a) Student achievement and state accountability data (including disaggregated scores) will be provided by the LEA partner. Value-added data (including underlying scores and standard errors) will be provided by the value-added vendor servicing the LEA partner.
- (b) Teacher and principal evaluation results will come from the CODE data system used by TAP schools, including the detail for each classroom observation and principal performance survey.
- (c) The evaluator will obtain administrative data regarding teacher and principal recruitment and retention, including exit interview data, from the LEA and participating schools.
- (d) Survey data on teacher and principal attitudes and perceptions will result from the annual TAP web survey conducted by NIET nationally. This survey focuses on attitudes toward the specific elements of TAP and perceptions of the quality of TAP implementation on multiple dimensions. Additional local surveys will be conducted by the evaluator to address questions specific to this project.

(e) Interviews and focus groups of TAP teachers and principals will complement and expand upon survey data about attitudes and perceptions. The evaluator will analyze data from these activities using grounded theory methods to identify themes that characterize TAP implementation in these schools. The evaluator will be able to triangulate among multiple perspectives on the process of change within schools.

(f) The evaluator will conduct on-site observations of classrooms and cluster group meetings. These observations will provide data on the quality of instruction and the quality of the professional development process, as indicators of the intermediate changes required to impact student outcomes.

(g) The evaluator will have access to samples of student work, cluster group records, TLT records, teacher individual growth plans, and other artifacts of the process of change in schools.

(h) NIET will provide annual School Review data to the evaluator. These scores measure the quality and consistency of TAP implementation in a school. These ratings are conducted by experienced TAP staff from outside of the school, using quantitative and qualitative rubrics.

D(3): Includes Adequate Evaluation Procedures for Ensuring Feedback and Improvement

The evaluation will be "utilization focused" (Patton, 2002), meaning that the evaluator will provide feedback in order to make the project more successful, sustainable and replicable. The evaluation will include regular communications between the evaluator, NIET and the LEA partner. An NIET staff member and an LEA staff member will be designated as contact persons for communications with the evaluator. The evaluator and NIET and LEA representatives will hold update meetings or conference calls at least quarterly to review plans, progress, and

preliminary data. The evaluator will provide an annual report to NIET and the LEA partner presenting and analyzing key data regarding project implementation, progress toward objectives, and intermediate outcomes if applicable. The evaluator will provide an initial draft of this report in early fall of the school year following the year covered by the report, in order to support improvements in the operation of the project. When value-added achievement data become available, typically later in the year, the annual report will be updated to reflect such data. At the conclusion of the grant period, the evaluator will assess the overall accomplishment of goals. The evaluator will also provide an analysis of lessons learned for the sustainability of TAP in these schools as well as for the possible expansion of TAP within the partner LEA and the future implementation of TAP at other sites.

Project Narrative

Project Abstract

Attachment 1:

Title: **Abstract** Pages: **1** Uploaded File: **Abstract.pdf**

Increasing Educator Effectiveness and Student Achievement in Rural High-Need Schools

The National Institute for Excellence in Teaching (NIET) proposes to partner with two local education agencies, the Cross County School District (CCSD) and Lincoln Consolidated School District (LCSD) in Arkansas, both with high-need student populations, for a grant under the **Main Teacher Incentive Fund (TIF) Competition**. CCSD and LCSD are committed to the goals of **1. Increasing the percent of effective teachers through incentives, career advancement, evaluation and professional development; 2. Increasing the percent of effective principals through incentives, evaluation and professional development; and 3. Improving student achievement**; therefore, both districts plan to implement a proven performance-based compensation system in all of their schools. The districts will make the incentives of the performance-based compensation system available to principals, assistant principals, teachers, and other school personnel to ensure unity of purpose in achieving the grant's goals.

To achieve their goals, the districts sought a rigorous, comprehensive reform and have decided to implement TAP™: The System for Teacher and Student Advancement, which offers differentiated compensation for effective teachers and principals through a comprehensive approach to the performance-based compensation system. TAP is one of America's leading comprehensive school reforms, providing educators with powerful opportunities of multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance-based compensation. Under this TIF grant proposal, NIET, CCSD, and LCSD request \$8.7 million from the U.S. Department of Education for a five-year grant that will maintain TAP for the duration of the project period and beyond.

Project Narrative

Application Narrative

Attachment 1:

Title: **Application Narrative** Pages: **75** Uploaded File: **FullDraft_AR 7.02.10.pdf**

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Increasing Educator Effectiveness and Student Achievement in Rural High-Need Schools

The National Institute for Excellence in Teaching (NIET) proposes to partner with two local education agencies (LEAs), the Cross County School District and Lincoln Consolidated School District (together, the “Partnership”) in Arkansas, both with high-need student populations, for a grant under the **Main Teacher Incentive Fund (TIF) Competition** [Selection of Competition requirement].

To improve the effectiveness of their educators, build local leadership capacity and increase student achievement, the districts selected a rigorous, comprehensive reform with proven results. TAP™: The System for Teacher and Student Advancement offers differentiated compensation for effective teachers and principals through a comprehensive performance-based compensation system. NIET is working with two eligible LEAs for this grant proposal, neither of which is currently implementing a TIF-supported performance-based compensation system [Additional Eligibility Requirement]. Under this TIF grant proposal, NIET, Cross County School District and Lincoln Consolidated School District request \$8,651,619 million from the U.S. Department of Education for a five-year grant that will maintain TAP for the duration of the project period and sustain these reforms for the long term [Additional Eligibility Requirement].

Fulfilling the Requirements of TIF

The chart below demonstrates that this grant proposal fulfills all of the TIF grant requirements (i.e., Eligibility, Absolute Priorities, Competitive Preference Priorities, Core Elements, and other requirements). Note that this proposal *addresses all Competitive Preference Priorities: 4, 5 and 6*. This chart lists the page number(s) in the project narrative on which response(s) to the requirements are addressed. Where a particular sentence or paragraph addresses a requirement as

well as a selection criterion, we indicate this *in text* with an abbreviation as shown in the chart below in brackets. Where an entire section fulfills both requirements and selection criteria, we have indicated at the *start* of the section that we will address both (see page 17 for an example).

For the purposes of this grant, “principals” refers to principals and assistant principals unless otherwise noted.

| | |
|---|---|
| Eligibility Requirements | |
| High-need schools’ free or reduced price lunch status [HN] | Attached “High-Need Schools Documentation” and page 4-5 |
| Absolute Priorities [AP] | |
| AP 1 | Page(s): 13,15,21,23,26,28,29-31,35,40-44 |
| AP 2 | 63-66 |
| AP 3 | 15,16,29,38,44,48 |
| Competitive Preference Priorities [CPP] | |
| CPP 4 | Page(s): 21,22,24,26,29,31,44,48 |
| CPP 5 | 6, 16-19 |
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| Main TIF Competition Requirements | |
| Selection of Competition [SC] | Page(s): 1 |
| Application Requirement [AR] | 15,16,19,43,46 |
| Core Elements of a PBCS and a Potential Planning Period [PPP] | 21,53 |
| Core Elements [CE] | See below |
| CE A | 20-21,38-39,46,47,50,53 |
| CE B | 36-38 |
| CE C | 25,28,40-42 |
| CE D | 25,42-43 |
| CE E | 16,27,44-48 |
| Planning Period Requirements [PPR] | 21 |
| Professional Development [PD] | 43-50 |
| High-Need Schools Documentation [HN] | * See [HN] above |
| Additional Eligibility Requirement [AER] | 1,50 |

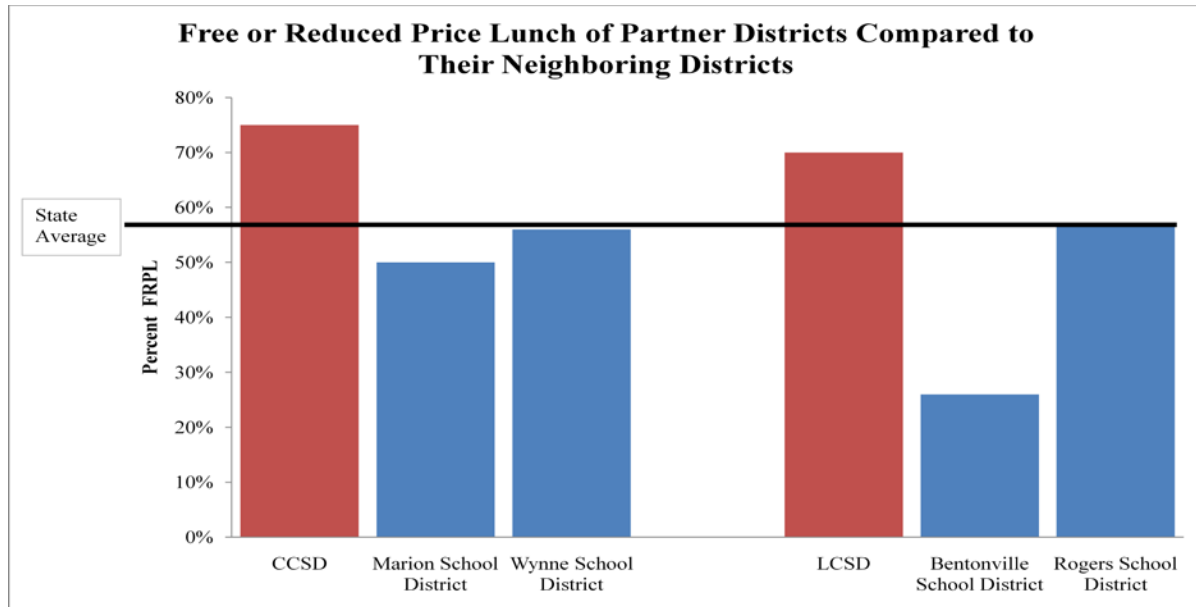
Selection Criterion A: Need for the Project

Often, the most experienced, effective teachers end up teaching in more affluent districts (Clotfelter et al., 2007) and/or higher achieving schools (Boyd et al., 2005), leaving a majority of high-need students to be taught by less experienced teachers and, as a result, to receive a lower quality education. These issues are exacerbated in rural environments, where higher poverty levels and fewer resources, as compared to more urbanized areas, make recruiting and retaining effective teachers even more challenging. Lincoln Consolidated School District (LCSD) and Cross County School District (CCSD), the “Partnership,” are two such school districts in Arkansas. Located in the rural northwest and northeastern regions of the state, respectively, LCSD and CCSD face unique, local circumstances, yet have similar needs in terms of creating and maintaining an excellent educator workforce for their students.

LCSD serves 1,255 students in its three schools, the Lincoln Elementary, Middle and High Schools. LCSD’s neighboring school districts offer significantly higher salaries in schools with student populations with substantially lower rates of poverty. These neighboring districts benefit from the location of major corporations, such as Wal-Mart and Tyson’s, which gives them a substantial advantage in resources and competitiveness in attracting effective educators. In comparison, LCSD serves a population where over 70% of students are eligible for free or reduced price lunch (see the following chart). The high needs of LCSD students, combined with the low poverty rates and much larger tax bases in surrounding school districts, make it hard to recruit and even harder to retain high quality teachers in LCSD schools.

CCSD is located in the northeast delta region of Arkansas, which is a sparsely populated part of the state. As such, CCSD has a difficult time recruiting and retaining qualified teachers. The lack of adequate housing requires many teachers to commute up to 45 miles from the nearby

Jonesboro area. Cross County is vulnerable to losing teachers who can find jobs closer to home that also provide higher pay. The Cross County School District serves 620 students in its two schools (one elementary, grades K-6, and one high school, grades 7-12). A high percentage of its students are eligible for free or reduced price lunch, with 77% of its elementary students and 71% of its high school students receiving such assistance.



This TIF project includes all schools in CCSD and LCSD, totaling five schools, 155 teachers and 1,875 students from high poverty families and rural areas.¹ *All schools in each of the partner districts have free or reduced price lunch populations above the 50% grant requirement* (see attached “High-Need Schools Documentation”) [HN].

CCSD and LCSD Schools Fulfill TIF’s High-Need School Requirement [HN]

| | Percent FRPL (%) |
|------------------------|------------------|
| CCSD Elementary School | 77 |
| CCSD High School | 71 |
| LCSD Elementary School | 76 |

¹ CCSD is rural as defined under the federal Small Rural School Achievement (SRSA) program; LCSD is rural as defined by the federal Rural and Low-Income School (RLIS) program.

| | |
|--------------------|----|
| LCSD Middle School | 70 |
| LCSD High School | 62 |

AI(i): CCSD and LCSD's Schools Have Difficulty Recruiting Effective Teachers

As mentioned before, the higher paying school districts that surround both Partnership districts make it difficult for these two districts to attract prospective teachers to their schools. In CCSD, the salary scale for a teacher with a bachelor's degree ranges from \$30,000 to \$40,500 and from \$34,500 to \$42,750 for a teacher with a master's degree. Neighboring districts are able to offer up to \$14,000 more in annual salary, making it extremely difficult for Cross County to attract effective candidates to any position. In LCSD, the salary scale for a teacher with a bachelor's degree ranges from \$33,500 to \$47,000 and from \$36,500 to \$51,500 for a teacher with a master's degree. Neighboring districts are able to offer up to \$17,000 more in annual salary, creating the same difficulties in recruitment as experienced in Cross County.

Salary Discrepancies between CCSD and Neighboring Districts

| District Name | Starting and ending salary for Bachelor schedule | Difference between starting and ending salaries for the Bachelors | Starting and ending salary for Masters schedule | Difference between starting and ending salaries for the Masters |
|---------------|--|---|---|---|
| CCSD | \$30,000 to \$40,500 | | \$34,500 to \$42,750 | |
| Wynne | \$36,300 to \$54,700 | \$6,300; \$14, 200 | \$40,500 to \$60,400 | \$6,000; \$17,650 |
| Marion | \$38,605 to \$53,005 | \$8,605; \$12,505 | \$40,880 to \$59,830 | \$6,380; \$17,080 |

Salary Discrepancies between LCSD and Neighboring Districts

| District Name | Starting and ending salary for bachelor schedule | Difference between starting and ending salaries for the Bachelors | Starting and ending salary for masters schedule | Difference between starting and ending salaries for the Masters |
|---------------|--|---|---|---|
| LCSD | \$33,500 to \$47,000 | | \$36,500 to \$51,500 | |
| Rogers | \$41,300 to \$63,312 | \$7,800; \$16,312 | \$43,746 to \$69,023 | \$7,246; \$17, 523 |
| Bentonville | \$42,300 to \$53,561 | \$8,800; \$6,561 | \$44,981 to \$66,724 | \$8,481; \$15,224 |

These significant salary discrepancies mean that the districts have a hard time staffing *all* subject areas, and both districts have a particularly hard time staffing **math, science and special education** [CPP 5]. According to a U.S. Department of Education (ED) analysis of teacher shortage areas, these subjects have been hard-to-staff areas in Arkansas for the past two decades (U.S. Department of Education, 2010). In Cross County, recruitment is exacerbated by the fact that many of its teachers have to commute long distances to work in the district. District officials in Lincoln state that while the district is usually able to fill open positions, they lack access to the top talent and are forced to hire candidates regardless of their effectiveness.

AI(ii): CCSD and LCSD Schools Have Difficulty Retaining Effective Teachers and Principals

In addition to the difficulties in recruitment faced by the Partnership, salary discrepancies also aggravate the problem of retaining effective teachers and principals. At the district level, teacher turnover data for the 2009-10 school year reveal that CCSD had a turnover rate of 18%.

However, much of this turnover was experienced at the middle school level, which had 50% turnover in math, a hard-to-staff subject, in 2009-10. In LCSD, the district level turnover in 2009-10 was 11%, but at the school level, the turnover rate for middle school special education was 50%. Further, this data does not reveal the quality of teachers who remain in the district compared to those who leave. According to district officials, teachers who leave tend to be the most effective because they have the ability to get jobs in surrounding, higher paying districts. Given the significant salary disadvantage in both districts, not only are Partnership schools losing their most effective teachers, they then have to hire from a pool of lower quality applicants, especially in hard-to-staff positions. In sum, the difficulty in both recruitment and retention in the districts creates a chronic shortage of teaching talent, particularly in hard to staff subjects.

For similar reasons, the Partnership has trouble retaining effective principals. Studies have shown that schools with more low-income, at-risk students and ineffective teachers have a more difficult time recruiting and retaining principals (Papa Jr., 2007). In addition, the principals at these high-need schools tend to be less effective, less experienced and have graduated from less selective colleges (Hornig, E., Kalogrides, D. & Loeb, S., 2009). Schools in this grant are consistent with those findings. CCSD reports a twofold problem with principal retention. First, few effective candidates apply for open principal positions in the district, so the schools must hire some principals who are not prepared to fulfill their responsibilities, and these individuals are let go. Second, the district provides training to its principals, and the most effective principals are recruited by larger, well-funded districts offering much higher pay. These problems have led to high principal turnover in Cross County: the elementary school has had two principals in four years, and the district has had a **new principal every year for the past five years**. Lincoln reported similar statistics, with a **new principal each year for the past three years**. Their most effective principals leave the district for higher paying jobs in neighboring districts. In such small, rural districts, such high rates of principal turnover can be devastating to the educational experience of students and teachers.

A(2): CCSD and LCSD Have Lower Student Achievement than Comparable Schools

The Partnership's schools are lower achieving on state tests compared to schools with similar characteristics [see section A(3) for a description of comparable schools]. Students in both CCSD and LCSD demonstrate worse or equally poor performance on state assessments as students in comparison schools. The following tables display student achievement data from the 2008-09 school year. Cells in bolded text and *shaded dark grey* indicate *worse performance* than the comparison school and cells shaded light grey indicate equal performance as the comparison

school. “Other Attachments” has more detailed tables with test results from the comparison schools. In all cases, there were too few Black and Hispanic students tested to meet requirements for the public disclosure of test results.

Student achievement in LCSd is below that of comparable schools² (dark grey cells indicate worse performance)³

| School | Grade | Test | % Below proficient - all students | % Below proficient - FRL students | % Below proficient - White students |
|--------------------|-------|---------------|-----------------------------------|-----------------------------------|-------------------------------------|
| Lincoln Elementary | 3 | ELA | 16 | 21 | 15 |
| | 3 | Math | 2 | 3 | 3 |
| | 4 | ELA | 7 | 9 | 6 |
| | 4 | Math | 5 | 5 | 5 |
| | 5 | ELA | 14 | 18 | 16 |
| | 5 | Math | 16 | 21 | 16 |
| Lincoln Middle | 6 | ELA | 7 | 8 | 7 |
| | 6 | Math | 8 | 10 | 8 |
| | 7 | ELA | 4 | 5 | 4 |
| | 7 | Math | 16 | 15 | 15 |
| | 8 | ELA | 8 | 10 | 9 |
| | 8 | Math | 22 | 29 | 26 |
| | | EOC Algebra 1 | 0 | * | 0 |
| Lincoln High | | EOC Algebra 1 | 17 | 21 | 18 |
| | | EOC Geometry | 2 | 2 | 1 |
| | 11 | ELA | 16 | 17 | 18 |

Student achievement in CCSd is below that of comparable schools (dark grey cells indicate worse performance)⁴

| School | Grade | Test | % Below proficient - all students | % Below proficient - FRL students | % Below proficient - White students |
|-------------------------|-------|------|-----------------------------------|-----------------------------------|-------------------------------------|
| Cross County Elementary | 3 | ELA | 7 | 7 | 8 |
| | 3 | Math | 0 | 0 | 0 |
| | 4 | ELA | 5 | 5 | 6 |
| | 4 | Math | 7 | 8 | 6 |
| | 5 | ELA | 11 | 11 | 12 |

² Based on data from the 2008-09 school year; data is not yet publically available for the 2009-10 school year for the comparison schools.

³ The symbol * indicates there were too few students tested to report the data publically.

⁴ Based on data from the 2008-09 school year; data is not yet publically available for the 2009-10 school year for the comparison schools.

| | | | | | |
|-------------------------|----|------------------|----|----|----|
| | 5 | Math | 14 | 14 | 15 |
| | 6 | ELA | 12 | 12 | 13 |
| | 6 | Math | 21 | 21 | 21 |
| Cross County High | 7 | ELA | 17 | 17 | 16 |
| | 7 | Math | 24 | 24 | 22 |
| | 8 | ELA | 12 | 12 | 13 |
| | 8 | Math | 27 | 27 | 26 |
| | 11 | ELA | 2 | 2 | 3 |
| | | EOC Algebra 1 | 18 | 18 | 13 |
| | | EOC Geometry | 2 | 2 | 0 |

A(3): Definition of Comparable School

For the Partnership schools, NIET defined comparison schools in other LEAs as those that were closely matched to the proposed grant sites on key characteristics including: the size of the student population, grade levels and poverty levels. Additionally percent minority students and the National Center for Education Statistics' (NCES) urbancentric locale designation were also included in the selection criteria for comparable sites in consideration of the importance of student demographics and the geographic location in defining each school's context. To ensure that comparison schools were closely matched, NIET only selected schools that were close school-level matches on two or more of the above characteristics.

Using the definition of comparable schools, the proposed grant sites in Cross County School District were closely matched to schools in Caddo Hills School District. Given the complex set of criteria required, the grant sites and comparison sites may be more closely matched on some dimensions than others. The sites in Lincoln School District were matched to schools in the Harrisburg School District, another rural school district in the state with similar grade level configuration for the three schools in the district. The following tables contain demographics for the proposed grant LEAs and comparable districts in the state.

District data: Characteristics for proposed grant district and comparison district

| District | NCES Urbancentric locale designation | # Schools | # Students | % Poverty | % Minority |
|------------------------------|---|------------------|-------------------|------------------|-------------------|
| Cross County School District | Remote rural area | 2 | 620 | 75% | 13% |
| Caddo Hills School District | Remote rural area | 2 | 556 | 75% | 18% |
| Lincoln School District | Distant rural area | 3 | 1326 | 71% | 17% |
| Harrisburg School District | Distant rural area | 3 | 1137 | 75% | 5% |

School data: Characteristics of schools in CCSD and comparison schools for 2008-09 school year

| District | School | Grade levels | # Students | % Poverty | % Minority |
|------------------------------|-------------------------|---------------------|-------------------|------------------|-------------------|
| Cross County School District | Cross County Elementary | K-6 | 304 | 77% | 12% |
| Caddo Hills School District | Caddo Hills Elementary | K-6 | 306 | 76% | 17% |
| Cross County School District | Cross County High | 7-12 | 316 | 71% | 13% |
| Caddo Hills School District | Caddo Hills High | 7-12 | 224 | 73% | 15% |

School data: Characteristics of schools in LCSD and comparison schools for 2008-09 school year

| District | School | Grade levels | # Students | % Poverty | % Minority |
|----------------------------|-----------------------|---------------------|-------------------|------------------|-------------------|
| Lincoln School District | Lincoln Middle | 6-8 | 328 | 70% | 17% |
| Harrisburg School District | Harrisburg Middle | 5-8 | 341 | 75% | 3% |
| Lincoln School District | Lincoln High | 9-12 | 352 | 62% | 20% |
| Harrisburg School District | Harrisburg High | 9-12 | 350 | 72% | 6% |
| Lincoln School District | Lincoln Elementary | PK-5 | 575 | 76% | 16% |
| Harrisburg School District | Harrisburg Elementary | K-4 | 446 | 78% | 7% |

Selection Criterion B: Project Design

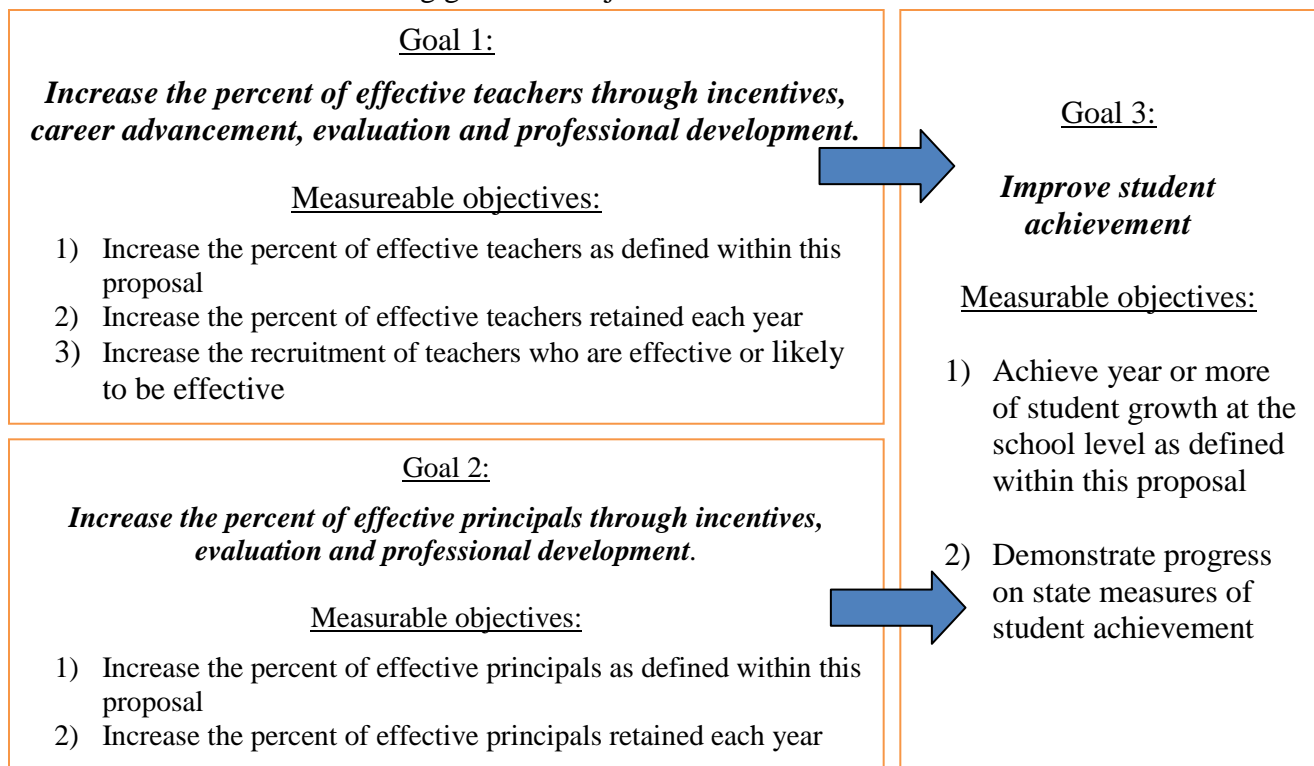
The Partnership districts, working with the National Institute for Excellence in Teaching (NIET) – a 501(c)3 nonprofit organization with 10 years of experience in designing and implementing performance-based compensation systems (PBCS) – are uniquely positioned in the state of

Arkansas to leverage the opportunity for reform offered under TIF into meaningful increases in teacher and principal effectiveness and improvements in student achievement. **CCSD and LCSD were the only two districts in the state** to win the competitive state-funded grant, “Rewarding Excellence in Achievement Program” (REAP). The REAP grant, established in 2007, created a pilot program to recognize effective teachers through an alternative pay plan – with performance pay based on measures of effectiveness such as students’ performance gains and evaluations by peers and supervisors. By implementing alternative pay plans under REAP, the Partnership districts demonstrated their commitment to innovations in recognizing teacher excellence.

However, REAP posed a number of problems for the districts. First, it mandated changes to the salary schedule that were not research-based. Second, the state stopped and started funding several times, making it nearly impossible for districts to plan for sustainability. Finally, other than providing monies to fund performance pay, the state did not offer any capacity or support for *integration* of the performance pay with professional development and evaluation. Without this careful alignment, performance pay is limited in its effect on student achievement and teacher effectiveness. With REAP funding ending in the 2010-11 school year, the districts wanted to continue the momentum for innovation in performance pay built under REAP, yet they recognized the need for a comprehensive, systemic and research-based approach to educator effectiveness reform, which led them to TAP: The System for Teacher and Student Advancement. TAP’s aligned and integrated performance-based compensation system provides opportunities for additional pay, and links these opportunities to other teacher supports including school-based professional development, opportunities to take on new roles and responsibilities, and more rigorous and informative teacher evaluations that include classroom observations and student growth measures. NIET is particularly enthusiastic about the Partnership’s project given

the level of commitment to reform already demonstrated by these rural districts. NIET is also very committed to finding solutions to the often more difficult educator effectiveness challenges faced by rural districts and committed to working with CCSD and LCSD to serve as ambassadors for performance compensation for other rural schools across the state. In addition, both districts are leaders in the Arkansas Rural Education Association and serve in a progressive consortium of schools, “Arkansas Schools of Tomorrow, Today.” This consortium is a state leader in education policy initiatives and provides another opportunity for sharing lessons learned. Partnership districts have demonstrated their commitment to performance based compensation reform by proposing to pay 75% of all performance pay costs by the final year of the grant.

To address the needs of the districts discussed in the previous section, NIET, CCSD, and LCSD have set the following goals and objectives⁵:



⁵ The measures discussed for the goals will be addressed in detail later under section B1(i).

TAP™: The System for Teacher and Student Advancement in LCSD and CCSD

Research demonstrates that several consecutive years of highly effective teachers can produce substantial learning gains and close achievement gaps (Sanders & Rivers, 1996; Hanushek & Rivkin, 2006), yet many schools and districts lack the resources and capacity to identify, recruit, develop, reward and retain effective teachers. Such is the case in both the Cross County and Lincoln Consolidated School Districts where the lack of a consistent, experienced and effective teaching force contributes to achievement gaps and fails their neediest students. The TAP system offers the Partnership a proven educator effectiveness reform model that creates differentiated compensation for teachers and principals, opportunities for career advancement, job-embedded professional growth, and fair and rigorous teacher and principal evaluation [AP 1]. The Partnership selected TAP as their strategy for improving the process by which they reward effective educators in high-need schools because TAP has achieved consistent student academic achievement growth in high-need schools over multiple years, while increasing the retention of effective teachers and reducing the retention of ineffective teachers (Daley & Kim, 2010). Further, as shown in research on TAP (NIET, 2010), TAP has achieved consistently strong results as it has scaled up to serve a growing number of high-need schools.

The TAP system was developed by Lowell Milken and colleagues at the Milken Family Foundation to address the challenge of attracting, developing, rewarding and retaining talented teachers in high-need schools. First implemented in the 2000-01 school year, TAP is now operated by The National Institute for Excellence in Teaching (NIET). NIET's success is largely based on our ability to work with district and state partners to build their own capacity and infrastructure supporting TAP. As a result of these highly successful partnerships, TAP is a

sustainable and scalable reform that now impacts more than 7,500 teachers and 85,000 students in diverse communities across the country.

B(1): TAP is the Proposed District Strategy for Rewarding Effective Teachers and Principals in High-Need Schools in CCSD and LCSD

The TAP System is a Coherent Strategy for Strengthening the Educator Workforce

The Partnership proposes to implement TAP precisely because it solves the shortcomings and problems in previous efforts to increase educator effectiveness. The Partnership has demonstrated a serious commitment to reform in this area – what they needed was a partner with the experience and track record to help them achieve their goals.

According to leading education writer and policy expert Craig Jerald, “The TAP design does not achieve alignment merely by including teacher evaluation and professional development along with teacher pay in the model, but rather by employing several explicit strategies that allow other school-wide practices to support and reinforce differentiated compensation, and vice versa” (Jerald, 2009). TAP intentionally aligns systems for recruiting, promoting, supporting, evaluating and compensating teaching talent to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impact recruitment and retention of effective teachers in high-need schools. The following is an overview of how TAP’s design will ensure an integrated approach to strengthening teacher and principal effectiveness for the Partnership during and after the project



period by aligning four essential elements [AP 3]:

Performance-based compensation rewards teachers, principals and other personnel who demonstrate effectiveness on multiple measures - including student growth and classroom observations - with differentiated levels of bonuses [AP 1].

Multiple career paths⁶ incentivizes teachers to take on new leadership roles (i.e., mentor and master teacher) and additional responsibilities with corresponding increase in pay [AR]. In a TAP school, “career teachers” are regular classroom teachers and mentor teachers are released a portion of their time. Master teachers play a completely new role as they are typically not assigned to a specific classroom, but rather work as an instructional leader with teachers and deliver high-quality instruction directly to students. Master and mentor teachers are selected through a competitive, performance-based hiring process and form a TAP Leadership Team (TLT), along with the principal, to deliver school-based professional support and conduct classroom observations.

Instructionally focused accountability provides an evaluation structure that is rigorous, transparent, and fair. It differentiates effective from ineffective teachers, and effective from ineffective principals. In the Partnership schools, teachers and principals will be evaluated using multiple measures, including student growth, in multiple observations by trained evaluators.

Ongoing applied professional growth is continuous, job-embedded professional development that takes place during the regular school day in weekly “cluster groups” (further explained in B(5)). Professional development is focused on specific student, teacher and principal needs. By implementing TAP, the Partnership will make professional development relevant, ensure that new strategies are applied in the classroom, and measure their impact. As part of TAP’s

⁶ Further description of multiple career path positions is available in “Other Attachments.”

professional development, teachers and principals are trained in how to analyze and use data from the multiple measures in evaluations to improve their practice [CE E]. These data are also used by the TLT to drive professional development goals [AP 3].

TAP Aligns to District Strategies to Address the Challenges of Recruitment and Retention

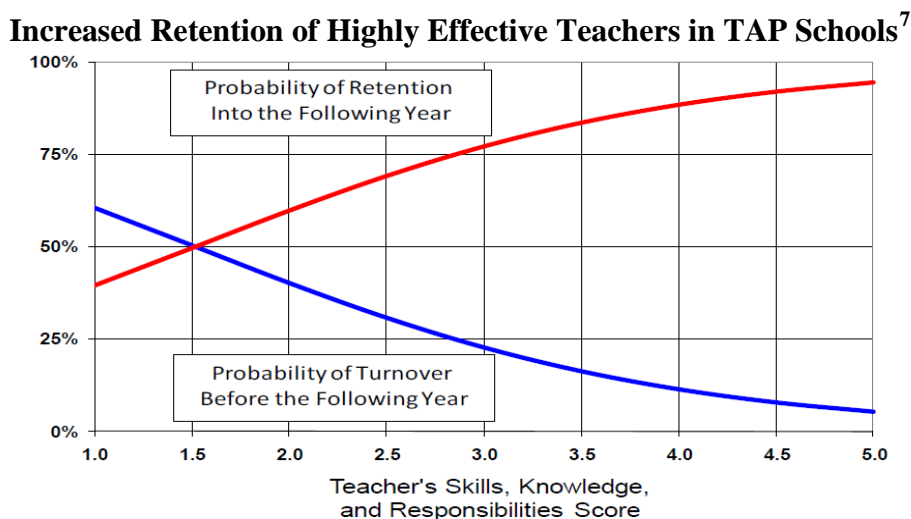
[This section fulfills Competitive Preference Priority 5.]

The Partnership will implement TAP because it offers monetary incentives, an improved working environment and career growth opportunities to attract and retain effective teachers, which dovetails with the districts' recruitment and retention efforts in serving its high-need students (see attached "High-Need Schools Documentation" for data of high-need status). As discussed in the "Needs" section, both districts have difficulty recruiting and retaining effective teachers, especially in hard-to-staff subjects. The districts have large salary disparities to overcome in order to make their districts a competitive option for effective educators. TAP's performance compensation, stipends for new roles and responsibilities and other attractive elements help to make up that gap.

The Partnership will allocate [REDACTED] per teacher into the award fund from which performance-based compensation will be paid. Teachers will be eligible to earn almost double their individual allocation - up to [REDACTED] for the most effective educators – for excellent performance. In addition to the performance awards, TAP offers substantial augmentations for additional roles and responsibilities, offering mentor teachers with a salary augmentation of [REDACTED] and master teachers a [REDACTED] augmentation [AR]. Assuming a school's most effective teachers serve as its mentor or master teachers, an effective teacher can expect to earn up to [REDACTED] (for a master teacher) and [REDACTED] (for a mentor teacher) above base pay. The Partnership will also allocate [REDACTED] per principal and assistant principal for performance

awards. With such potential for additional income, TAP’s differentiated compensation can essentially eliminate the salary disparity for the most effective educators between CCSD, LCSD and their neighboring districts.

As shown in the following chart, data from existing TAP schools shows that TAP increases the number of highly effective teachers in its schools. The goals of this grant reflect the expectation that TAP will build and retain a more effective teaching force in the Partnership.



The Partnership will also offer *recruitment bonuses* to teachers who are likely to be effective as an added incentive to join their schools. New teachers to the district who undergo the rigorous hiring process described below will be eligible for a bonus between \$1,000 and [REDACTED]. The principal, in collaboration with the superintendent and school board, has discretion over the award size to give to new teachers, and may offer higher recruitment bonuses for positions in hard-to-staff subjects.

⁷ Probability of staying or leaving as related to TAP ratings for 7377 teacher-year cases, in 138 schools, in 12 states, for years 2004-05 through 2007-08. Retention includes teachers who stayed in TAP, including master and mentor teachers. Turnover includes those who became administrators, moved to non-TAP schools, took leaves longer than a year, or left teaching.

To communicate these opportunities to prospective teachers and principals, the principals and/or District Executive Master Teachers⁸ in CCSD and LCSD will make biannual recruitment trips to nearby universities (e.g., Arkansas State University, University of Arkansas at Fayetteville, and University of Arkansas at Little Rock) to visit with students in their teaching programs. These trips will build ongoing relationships with university teaching programs, potentially attracting student teachers and graduates to their schools. Furthermore, the Partnership will reach out to these universities in other ways, including on future program development for their performance-based compensation systems. In addition to these efforts, when LCSD and CCSD post openings for teaching positions, they will indicate in the posting that substantial recruitment incentives exist, especially for teachers of hard-to-staff subjects. Both districts will use their websites to communicate information about their hard-to-staff subjects, job openings and incentives.

With these strategies in place, the Partnership will significantly improve their access to the most effective educators. To ensure that CCSD and LCSD are able to address their needs and fill positions with the most effective teaching candidates, candidates will undergo in a rigorous hiring process that has been adapted specifically to the roles and responsibilities of the open position. Potential career teachers will be interviewed by a panel of school employees, including the principal, assistant principal, and a curriculum coordinator using a common set of interview questions. The applicant will submit his or her prior experience, degree attainment and a set of professional references. The panel of interviewers will confer after each interview to come to a consensus on the demonstrated skills of the applicant and will use the feedback from professional references to determine their recommendation to the superintendent.

⁸ See C(1) “Management Plan” for a description of the District Executive Master Teacher.

Master and mentor teachers will be selected through a performance-based selection process that includes intensive interviews and may include conducting model lessons. Both master and mentor teachers are expected to have a record of increasing student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains. Additionally, master teachers are required to have a master's degree in relevant academic discipline; at least five years of successful teaching as measured by performance evaluations (two years for mentor teachers); and demonstrated expertise in content, curriculum development, student learning and data analysis [AR]. Teachers who demonstrate these required skills are likely to be able to apply their skill set to the challenges of CCSD and LCSD, and are likely to be effective. This hiring process for master and mentor teachers has been implemented in other TAP schools with great success, which has prompted the CCSD and LCSD to adopt the same model.

TAP Aligns to State Strategies to Improve the Educator Workforce

Arkansas demonstrated its commitment to improving the educator workforce through the state's application to the second round of Race to the Top (RTTT). Within the application, the state noted the importance of training, attracting, and retaining more effective teachers and principals. The state intends to use job-embedded professional development, feedback to educators, and rigorous evaluations, and alternative compensation programs to improve the educator workforce and specifically names TAP as an example of a proven teacher effectiveness reform, stating "TAP is more than a salary initiative, as it builds a collaborative workplace culture to improve instruction among colleagues who are all aiming for their individual and collective success as professional teachers" (Office of Governor Mike Beebe, 2010). The state teacher evaluation task

force cited many of the same studies in their recommendations on teacher evaluation as we used to create TAP, and their stated dedication to using evidence-based forms of assessment clearly aligns with the methods of teacher and principal evaluation in the TAP system.

To further recognize this statewide commitment to improving the effectiveness of its educators and to magnify the impact of their own efforts, the Partnership districts with NIET will create and host the Symposium to Promote Incentives for Teachers and Principals in Rural Schools. This symposium, held in the third year of the TIF grant, will bring together rural educators and organizations from across the state, including the Walton Family Foundation (see attached letter of support), Arkansas Public School Resource Center and the Center for Effective Leadership. The symposium will offer the Partnership the opportunity to share what they have learned about implementing performance pay in rural schools and will position the districts as state policy and thought leaders on the topic of performance pay in rural environments.

Planning Period for Core Element A: Development of a Communications Plan

As we demonstrate throughout this grant, the Partnership will have all but one core element in place—the development of a communications plan (Core Element A). CCSD and LCSD have put in place the support and involvement of key stakeholders; a rigorous, transparent and fair evaluation system; a comprehensive data management system; and a plan for communicating measures of effectiveness to teachers and principals through TAP’s professional development.

As we have noted, CCSD and LCSD are pioneers in performance pay within the state of Arkansas, having won the competitive state REAP grants to implement performance pay at their schools. These previous efforts provided valuable lessons, however they also created preconceptions about performance-based compensation that will have to be overcome in order to move to a more comprehensive system. As a result, the districts plan to use the first 10 months

(October 2010 - July 2011) of the grant as a planning period to develop a communications plan that will effectively communicate the transition from REAP to TAP to teachers, administrators, other school personnel, and the community-at-large [PPP]. Effective communication of this transition is critical to securing the long-term support of key stakeholders, and maintaining important commitments to performance pay and momentum already achieved through the REAP grant. (A plan for how the districts will develop and implement effective communications during the planning period will be explained in B(2) subsection “Communications Plan” [PPP]). In order to comply with the grant’s “Planning Period Requirements,” NIET and the Partnership will demonstrate in the annual performance report or other interim performance report that they have successfully implemented Core Element A and will not use TIF program funds to provide incentive payments to teachers and principals until all five core elements are implemented to the Secretary’s satisfaction [PPR].

B1(i): Methodology to Determine Teacher and Principal Effectiveness in CCSD and LCSD

Measures of Teacher Effectiveness

Teacher effectiveness will be evaluated based on multiple measures, including student achievement growth at both the classroom and school-wide level and the average of scores from three or more classroom observations each year. The classroom observation protocol includes an additional measure of effectiveness, which is a survey of teacher responsibilities.

Student growth measures. In the Partnership, teacher effectiveness will depend in significant part (50%) on student growth measures [AP 1]. The Partnership will use a “value added” model to measure the contributions of teachers and schools to student achievement during a school year at both the classroom and school-wide levels [CPP 4]. This method requires matching each student’s test scores to his or her own previous scores in order to measure the student’s progress

from year to year. The use of value added will enable CCSD and LCSD to determine how much the school and teachers have contributed to student learning compared to other schools and teachers with similar students [CPP 4]. Value-added results at both levels will be scored on a five-point scale: **5: Significantly more than** a year's growth; **4: More than** a year's growth; **3: One year's growth**; **2: Less than** a year's growth; **1: Significantly less than** a year's growth.⁹

The teacher's individual classroom score is the average gain of the students assigned to a teacher. To receive a classroom-level value-added score, a teacher must teach in a tested grade and subject and have at least 10 students with linked prior-year testing data and current-year testing data.¹⁰ The school-wide score is a composite of all the tested grades and subjects in the school. Each student included in the calculation must have at least two consecutive years of linkable test results, so the first grade in which tests are administered cannot be included in the score. The school-wide score is not simply an average of teachers' classroom scores, but compares the whole school to other schools with similar students [CPP 4].

Multiple observation-based assessments per year. CCSD and LCSD teachers will be evaluated by members of the TAP Leadership Team (i.e., principal, assistant principal(s), master and mentor teachers) three or more times a year in announced and unannounced classroom observations using the Skills and Knowledge rubric from the *TAP Skills, Knowledge and Responsibilities Performance Standards (Standards)*. The *Standards* establish a 19-indicator, research-based observation rubric of effective teaching, spanning the sub-categories of

⁹ In statistical terms, a 5 is significantly higher than average at the 95% confidence level, a 4 is significantly higher than average at the 70% confidence level, a 3 is indistinguishable from the average, a 2 is significantly lower than average at the 70% confidence level and a 1 is significantly lower than average at the 95% confidence level.

¹⁰ To have "linked" data, a student must have test scores from previous years that can be identified with the student and the student's specific teacher(s) during each school year.

instruction, designing and planning instruction, and the learning environment. The rubric offers a content-neutral, objective means to evaluate teacher effectiveness. Evaluators use a five-point scale with a score of 1 indicates unsatisfactory performance and a score of 5 indicates exemplary performance on a particular indicator.¹¹

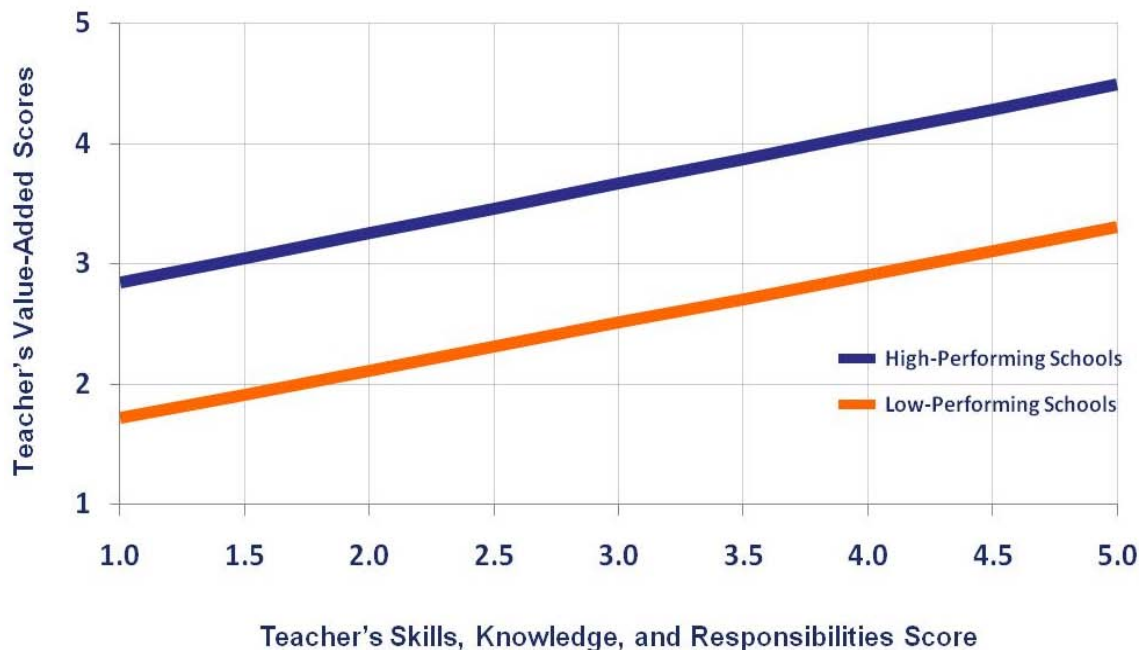
Leadership performance standards are established for master, mentor and career teachers, providing an additional measure of effectiveness. These performance standards are measured using a responsibilities survey that takes into account the different responsibilities and leadership roles of the teachers in each position [AP 1]. The responsibilities survey is completed at the end of each school year by multiple colleagues of the evaluated teacher. Like the observation-based rubric, the responsibilities survey is scored on a five-point scale, in which a score of 1 indicates unsatisfactory performance and a score of 5 indicates exemplary performance on a particular indicator. The average score on the responsibilities survey is combined with the average scores on the observation-based rubric (Skills and Knowledge) to form a final **Skills, Knowledge and Responsibilities score (SKR score)**, which is also on a five-point scale. The Skills and Knowledge component receives a larger weight than Responsibilities component in the final calculation of the SKR score. For example, for a career teacher, the Skills and Knowledge component score is weighted 95% and the Responsibilities component score is weighted 5%. *Measures of teacher effectiveness are valid and reliable.* CCSD and LCSD will contract with a reputable provider of value-added calculations, which validates value added as a measure of student growth to determine teacher (and principal) effectiveness. In addition, value added is a

¹¹ The TAP teacher evaluation rubric uses a five-point Likert scale that provides a definition of the anchors at the endpoints (1 and 5) and the midpoint (3). The unanchored points (2 and 4) reflect performance that has taken place between the defined anchors.

well-established and widely recognized methodology as evidenced by the U.S. Department of Education's promoting value-added as a preferred method of measuring student growth [CPP 4].

The TAP SKR score has been shown to be valid and reliable based on the following findings. First, the teacher SKR score is highly correlated with the value-added gains of the teacher's students. As the following graph shows, higher SKR scores for teachers during the school year are associated with higher value-added scores for their students at the end of the year, meaning that teachers who demonstrate instructional effectiveness also have students who achieve higher levels of growth. The relationship between teacher SKR scores and student achievement growth holds true regardless of the school's overall level of performance. This provides an important validation of the TAP system's teacher evaluation system, its measures, and its link to improvements in student achievement.

TAP Teachers with High Classroom Observation Scores Demonstrate High Value Added to Student Achievement Growth¹²



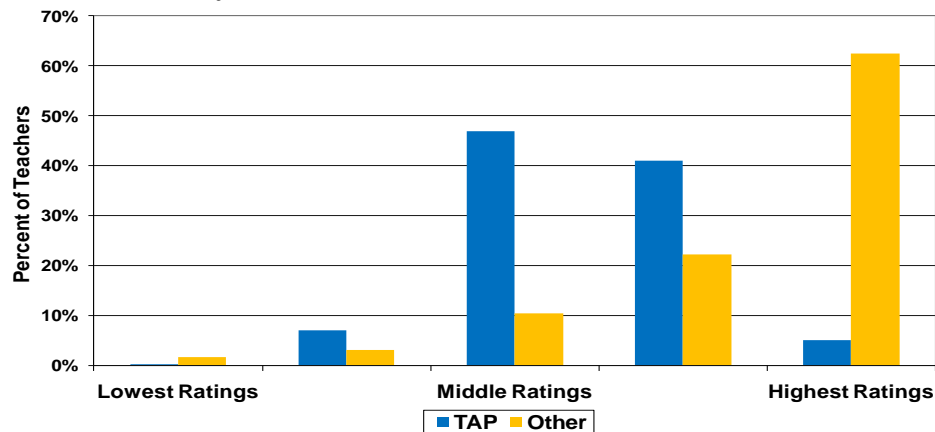
¹² Using data for 1,780 TAP teachers in 10 states for school years 2006-07 and 2007-08.

Second, to ensure the fairness, consistency and reliability of evaluations, all evaluation data is entered into the TAP comprehensive online data entry (CODE) system that was developed specifically for the organization and analysis of TAP teacher and principal evaluation data (see section B4 for more detail about CODE). CODE allows TAP Leadership Teams to monitor inter-rater reliability of evaluators, score inflation or deflation, and to flag cases where there appear to be discrepancies in teachers' assigned evaluation scores [CE C; CE D].

Third, the *TAP Skills, Knowledge and Responsibilities Performance Standards* were developed based on education psychology and cognitive science research focused on learning and instruction, and an extensive review of publications from national and state teacher standards organizations.¹³ The *Standards* sets high expectations for effective teaching because it identifies a range of proficiency on various indicators. A teacher is not expected to receive a score of 5 on every indicator during a classroom observation. As a result, there is a wide distribution of individual teacher performance ratings in TAP schools, which provides a more accurate representation of the actual variation in teachers' instruction. For example, during the 2007–2008 school year, *averaged* SKR scores in TAP schools ranged from 1 to 4.95, with a median score of 3.57. The following chart shows that teacher ratings are widely distributed in TAP schools, far different from the inflationary pattern seen in other traditional systems.

¹³ See Daley & Kim (2010) for a complete review of relevant studies.

TAP's Evaluation System Differentiates Effective from Ineffective Teachers¹⁴



Measures of Principal Effectiveness

Principal effectiveness is based on 1) student growth, 2) scores on 360-degree assessment of principal effectiveness, and 3) TAP Leadership Team (TLT) observation scores. The district may decide to use additional valid and reliable evaluation measures for principals.¹⁵

Student growth measures. In the Partnership, a significant portion (50%) of principal effectiveness will depend on student growth as measured by school-wide value-added scores [AP 1]. See “Measures of Teacher Effectiveness” for a discussion of school-wide value added and its associated score [CPP 4].

Multiple observation-based assessments per year. Principals will be observed two or more times a year during the TAP Leadership Team (TLT) meetings. TLT meetings occur weekly and drive the implementation of the TAP model at the building level, helping to ensure a strong degree of fidelity to TAP implementation. One of the principal’s main responsibilities during these meetings is to facilitate them as the instructional leader in the school. Using the TLT Observation Rubric, principals are observed by district TAP leaders. The TLT Observation Rubric is a

¹⁴ Data for 5 districts from Weisberg et al (2009).

¹⁵ As mentioned above, “principal” refers to principals and assistant principals. CCSD does not have assistant principals; assistant principal evaluation and compensation only applies to LCSD.

coaching tool and instrument to measure the effectiveness of TAP Leadership Team meetings.

The rubric is comprised of four specific components: *Leadership Team Planning*; *Leader as Facilitator*; *Member Participation/Preparation*; and *Leadership Team/TAP Connection*.

Scoring on the rubric ranges from 1 to 5. Scores are averaged to produce a final score each year.

Additional assessments. The 360-degree assessment¹⁶ will measure the effectiveness of a principal's key leadership behaviors that influence teacher performance and student learning using a multi-rater, evidence-based approach. At the end of the school year, teachers, the principal, and the principal's supervisor respond to a behavior survey where make an effectiveness rating for leadership behaviors based on evidence from their multiple interactions with the principal during the current school year. The total score will be interpreted against a national representative sample, resulting in a percentile rank on a 1 to 5 scale. NIET has found that similar instruments yield valuable norm-referenced and criterion-reference scores of learning-centered leadership. Furthermore, the assessment outcomes will be used as a tool for principal self-reflection to annually measure performance growth, guide professional development for administrators, and facilitate a data-based performance evaluation [CE E].

Measures of principal effectiveness are valid and reliable. See "Measures of teacher effectiveness are valid and reliable" for a discussion of the validity and reliability of value-added calculations.

The districts will contract with a reputable vendor to use a 360-degree assessment that has been developed and tested to provide reliable and valid assessment of a principal's

¹⁶ A 360-degree assessment indicates that an individual is evaluated by his or her subordinates, peers and superiors, and occasionally includes a self-evaluation component. The Partnership will use procurement practices specified in EDGAR to pick a vendor of this type of evaluation.

effectiveness in key areas of instructional leadership. These areas are aligned to national standards developed by the Interstate School Leaders Licensure Consortium (ISLLC). The chosen instrument will be a multi-rater assessment completed by the principal, the principal's supervisor and all teachers in the school. Respondents will rate the principal's performance using a five-point scale, resulting in a detailed quantitative diagnostic profile. The chosen instrument's validity and reliability will have been confirmed through a multi-stage development process including review by district and school leaders, pilot testing in schools and field-testing with empirical study and expert review.

The TLT Observation Rubric measures principal effectiveness based on a participatory, action research approach to addressing the four main areas of TAP implementation: data analysis, cluster implementation, growth plans and the evaluation process. Because the typical principal's working day is consumed by managerial tasks having little or no direct bearing on the improvement of instruction, a single administrator cannot fill all of the leadership roles in a school without substantial participation by other educators (Elmore, 2000; Olson, 2000; Spillane, Halverson, & Diamond, 2001). The TLT rubric, which is aligned with professional leadership standards, measures the principal as a facilitator, sharing leadership and engaging other members [AP 1; CE C]. The constant analysis and cyclical nature of the TLT rubric aligns to the action research approach which seeks to create knowledge, propose and implement change, and improve practice and performance (Stringer, 1996). Kemmis and McTaggart (1998) suggest that the fundamental components of action research include the following: (1) developing a plan for improvement, (2) implementing the plan, (3) observing and documenting the effects of the plan, and (4) reflecting on the effects of the plan for further planning and informed action. New knowledge gained results in changes in practice (see also, Fullan, 2000).

Use of Evaluation Data in Retention and Tenure Decisions

The Partnership districts have committed to using evaluation data in determining a teacher's career path in the schools. Evaluation data will inform decisions about the retention and tenure of teachers, in addition to using the data to inform professional development and performance-based compensation [AP 3]. In districts, a teacher's value-added and SKR scores will inform the decision about whether to place teachers in intensive assistance. In addition, these data may also be cited as part of the evidence for the denial or non-renewal of the teacher's contract [AP 3].

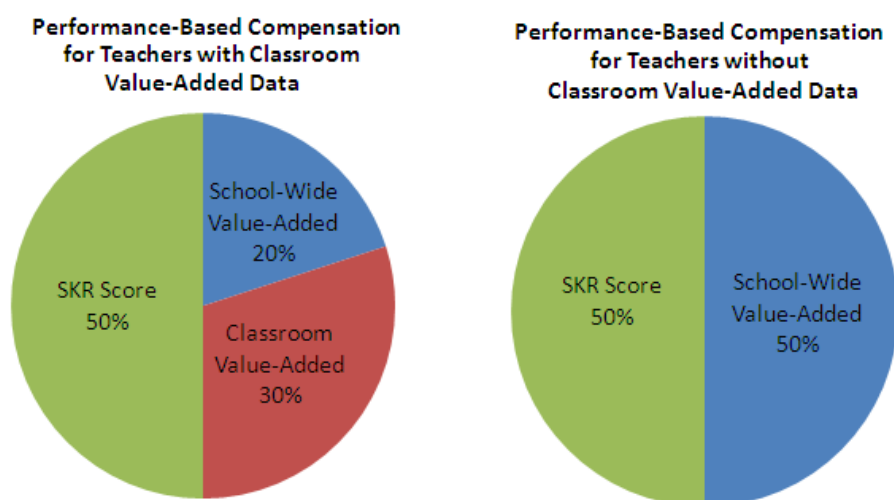
B1(ii): Performance Awards are of Sufficient Size to Affect Teacher and Principal Behavior and Recruitment and Retention Decisions

[This section also fulfills Absolute Priority 1.]

Structure of Performance-Based Compensation in the TAP System

Performance-based compensation for teachers. Teachers earn performance-based compensation based on evaluation measures discussed in B1(i): classroom value added, school-wide value added, and SKR scores. The Partnership will put \$4,000 per teacher into an annual performance award fund. In the Partnership, performance awards will be based on the weights illustrated in the following chart: 50% for the average teacher evaluation score, 30% for individual classroom achievement growth and 20% for school-wide achievement growth [CPP 4]. In the event that the individual classroom achievement portion is not applicable due to a teacher teaching an untested grade or subject, the teacher's 30% weight for classroom achievement gains will be shifted to school achievement gains.

TAP Performance-Based Compensation is Calculated Using Multiple Measures

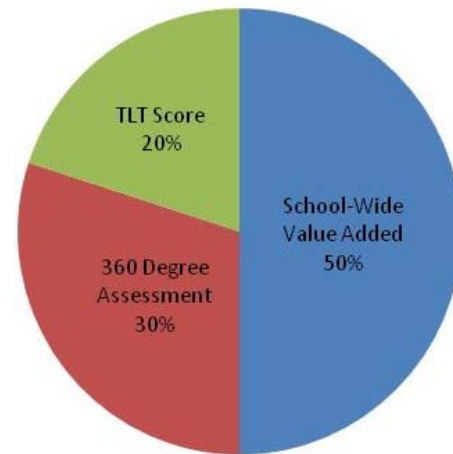


Minimum performance levels have been established for each portion of the award. Teachers must score 3 or higher to earn either the classroom or school-wide value-added portion of performance pay. Minimum SKR scores are different depending on the teacher role, reflecting the different responsibilities and expectations for career, mentor, and master teachers. Career teachers must earn a minimum average score of 2.5 or higher, mentor teachers a score of 3.5 or higher and master teachers a score of 4 or higher to qualify for the SKR portion of the performance pay. A teacher could earn a partial award for meeting minimum performance levels for one of the measures, even if he or she did not meet minimum performance levels on the other two measures. Within each measure, teachers receive a larger award as their score increases (described in B(1)), differentiating incentives and ensuring performance awards are of sufficient size to affect behavior.

Performance-based compensation for principals. Principals earn performance-based compensation based on evaluation measures: school-wide value-added, TLT observation scores, and scores on the 360-degree assessment of principal effectiveness. CCSD and LCSD will each put \$8,000 per principal and per assistant principal (as applicable) into an award fund each year.

In the Partnership, performance awards for principals will be based on the following weights: 50% for school-wide value added [CPP 4], 30% for the 360-degree assessment, and 20% for the TLT rubric. At the end of the year, principals must meet a minimum performance level for each measure to qualify for a portion of performance-based compensation. Principals must earn a score of at least three on one or more of the measures to qualify for performance-based pay. As is the case for teachers, principals could earn a partial payout for meeting minimum performance levels on one or more of the measures. Within each measure, principals receive a larger award as their score increases, differentiating awards and ensuring they are of sufficient size to affect behavior.

Performance-Based Compensation for Principals



Performance-based compensation for other personnel. Other personnel play a role in the school's overall success or failure in educating students because they are active participants in promoting school culture. Thus, the Partnership will include other personnel (i.e., bus drivers, cafeteria workers, instructional aides, custodians, etc.) in their performance-based compensation system. Other personnel will be eligible for bonuses of up to \$700 (approximately 3% to 5% of estimated base pay) based on school-wide value added growth of between three and five on a scale of 1 to 5. The Partnership will demonstrate their commitment to the fiscal sustainability of this project partially by assuming 100% of these costs for the entirety of the grant.

Performance Awards are of Sufficient Size and Structure to Affect Teacher and Principal Behavior

The size and structure of TAP performance awards have been proven to affect educator behavior and recruitment and retention decisions in high-need schools as shown in the previous chart “Increased Retention of Highly Effective Teachers in TAP Schools.” TAP uses multiple measures and a mixed model of group and individual incentives to achieve the behavioral changes necessary to recruit and retain effective teachers and to increase buy-in, collaboration, and collegiality in TAP schools. TAP’s *individual* performance incentives are comprised of classroom value-added (when available) and SKR scores. The school-wide value-added measure is TAP’s *group* performance incentive. Based on the results of this experience, and the research below, we believe the incentives proposed for the Partnership schools will be sufficient to affect behavior in Partnership schools. TAP’s comprehensive approach to incentives attracts effective teachers and principals because of its opportunities for expanded pay and supportive working environment in high-need schools. In addition, TAP’s performance-based incentives, instructionally focused accountability and on-site professional development support continuing improvement in teaching and leadership skills. In this way, TAP increases the percentage of effective educators in a school through a combination of recruitment and retention.

Research shows performance incentives in the range of 8% are effective:

- Odden & Wallace (2007) recommend a range of 4 to 8% of base pay for performance bonuses in education. Lavy (2002) found positive gains in student achievement resulting from a bonus plan offering up to 3% of base pay, although many researchers recommend larger bonuses than that.
- A study of a performance incentives program in North Carolina found improvements in student achievement associated with award sizes as small as \$1,500 (Vigdor, 2009).

Research outside of education shows bonuses are effective when combined with other elements:

- The median bonus in a survey of 661 private sector plans was 5% of base pay, and bonuses above that were perceived as more successful by the private sector companies using them (McAdams & Hawk, 1994).
- Research has shown that features other than the magnitude of awards, such as how performance incentives are structured and presented, appear to moderate the influence of performance incentives (Bonner, 2002; Heneman, 1998; Taylor et al., 2009).

Size of awards. Performance incentives that are 5% or more of base pay have proven high enough to change behavior in the context of the TAP system of comprehensive reform (Daley, Kim 2010). Given the critical recruitment and retention needs and the added difficulties posed by a rural location, district leaders believe that offering teachers the opportunity to earn performance awards greater than 5% of base pay is crucial to being competitive with neighboring districts that offer much higher salaries. Therefore, the Partnership will create a fund for performance bonuses by setting aside \$4,000 per teacher and \$8,000 per principal. With average teacher salaries of approximately \$43,000 and \$40,000, the districts will be offering bonuses to teachers at 9% and 10% of base pay, respectively. Principal bonuses constitute a similar percentage of base pay.

Structure of award. Classroom student growth measures are an important part of measuring teacher performance since they are more closely linked with individual teacher performance. Teachers can analyze the link between their students' achievement growth and their own instructional skills, with the help of the leadership team. This helps teachers to better understand specifically how to change their own practice to increase their students' achievement.

Basing a portion of the overall incentive on the school-wide value-added measure is important for two critical reasons. First, not all teachers receive individual classroom scores, and

this measure gives them an opportunity to receive bonuses based on the whole school's student achievement growth. Second, theory, research and 10 years of experience in TAP schools indicate that school-wide performance awards promote professional collaboration, staff collegiality, and alignment of organizational resources with instructional goals. The optimal approach to incentives is to balance individual and group incentives wherever possible as it motivates high personal performance as well as positive contributions to teamwork.

B1(iii): How Teachers and Principals Are Determined “Effective”

Defining Teacher Effectiveness

The Partnership will use the same measures and minimum performance levels to determine teacher effectiveness as used to determine eligibility for performance-based compensation. The Partnership defines “effective” teachers as those who qualify for **any portion** of the performance award fund. This means that **effective teachers** are those who meet or exceed the performance level on the SKR score, **or** have students who meet or exceed a year’s growth in student achievement, **or** are part of a school that meets or exceeds a year’s growth in student achievement.¹⁷ Using these multiple measures allows schools to differentiate teachers along a continuum of effectiveness. Teachers who earn scores of 5 within each measure are more effective than those who earn lower scores within each measure. This compensation structure allows the Partnership differentiate levels of effectiveness [AP 1].

¹⁷ A recent study shows that a teacher's performance improves when he or she has more effective colleagues in the same school. In fact, low-performing teachers show the most improvement as a result of such teacher-peer effects, and previous teacher-peer effectiveness accounts for about 20% of a teacher's current-year value-added performance (Jackson and Bruegmann, 2009).

Effective Teachers Achieve a Minimum Performance Level on at Least One Measure

| | Student Growth Requirement | | Observations Requirement |
|--|-----------------------------------|----------------------------|--|
| Tool | School-wide value added (VA) | Classroom (when available) | 19-indicator observation rubric (Skills and Knowledge); Responsibilities survey |
| Outcome measure | 1-5 score on VA scale | 1-5 score on VA scale | 1-5 on Skills, Knowledge and Responsibilities (SKR) score |
| Definition of teacher effectiveness | 3 or higher on school-wide | 3 or higher on classroom | Average SKR score: <ul style="list-style-type: none"> • Career: 2.5 or higher • Mentor: 3.5 or higher • Master: 4.0 or higher |

Defining Principal Effectiveness

An “effective” principal meets a minimum performance level on one of three measures. These measures are the same as those used to determine eligibility for performance compensation.

Principals receive performance awards for effectiveness if they lead schools that demonstrate at least one year’s value-added student achievement growth, **or** meet or exceed proficiency on a comprehensive principal evaluation instrument, **or** meet or exceed proficiency on an aggregated observational instrument requiring two or more observations. Using these multiple measures allows differentiation of principal effectiveness and corresponding compensation [AP 1].

Effective Principals Achieve a Minimum Performance Level on at Least One Measure

| | Student Growth Requirement | 2+ Observations Requirement | Additional Measure Requirement |
|--|-----------------------------------|------------------------------------|---------------------------------------|
| Tool | School-wide value added (VA) | TLT Observation Rubric | 360- degree assessment |
| Outcome measure | 1-5 score | 1-5 score | 1-5 score |
| Definition of principal effectiveness | Score of 3 or higher | Average score of 3 or higher | Average score of 3 or higher |

B(2): PBCS Has the Involvement and Support of Teachers, Principals and Other Stakeholders

[This section will also address Core Element B.]

The Partnership's implementation of the TAP system and its performance-based compensation component in this TIF project has the involvement and support of all key stakeholders (including teachers, administrators, district officials, district superintendents and community members) needed to carry out this grant during and beyond the grant period.

Involvement and Support of Teachers and Principals

TAP's success is built on a foundation of involvement and support from the teachers and principals [and other personnel] who will be implementing the reform. The Partnership districts require a faculty vote at each school site with a passing threshold of 70% in favor of TAP prior to implementation. This vote demonstrates faculty support not only for the performance-based compensation component of TAP, but also the evaluation, professional development and other aspects of the project. The districts will hold school faculty votes in August 2010.

Before voting, the whole faculty is engaged in a dialogue about TAP, ensuring teacher and principal involvement and support from the beginning. Principals and administrators, with assistance from TAP district leaders, hold presentations at the school site to answer questions about TAP implementation, solicit feedback from staff, and build buy-in before the vote. NIET staff provides an in-depth view of TAP to a variety of stakeholders including school faculties, district leaders and board members. On this visit, NIET staff also provides guidance to the district on planning for the implementation and fiscal sustainability of TAP. This process of involving faculty, gaining their support, and customizing TAP to local needs is illustrated in the following graphic. Both CCSD and LCSD have progressed through all the steps up to the vote.



TAP enjoys a high level of teacher satisfaction in its existing schools, which can be expected to continue in the new schools under this TIF project. NIET administers an annual teacher survey to monitor career, mentor and master teachers’ attitudes about the implementation of TAP at their specific school site. From this survey we find *levels of support for the elements of TAP including accountability and performance-based compensation are high and growing*. The increase in teacher support from 2005 to 2009 shows that TAP effectively communicates with teachers and responds to their needs. Additionally, teacher satisfaction is demonstrated by very high levels of collegiality. In the 2009 annual survey, 94% of teacher respondents reported strong collegiality in their schools. Additionally, principals and teachers included in this proposed project have signed letters of support confirming their commitment to implementing TAP (see “Union, Teacher, Principal Letters or Surveys,” i.e., “Letters” attachment).

Involvement and Support of Other Stakeholders

In addition to principals and teachers, the superintendents and school board members of CCSD and LCSD have expressed support for the implementation of TAP in their districts (see “Letters” attachment). As stated in the Lincoln School Board President’s letter of support, “The Lincoln Consolidate School Board has made a strong commitment to excellence and the ongoing staff

development model provided in the TAP model, we believe, is the best way to improve instructional practices and effectiveness.” Superintendents from each school district signed memoranda of understanding with NIET, specifying that they would work to implement TAP through the TIF grant and are committed to the fiscal and programmatic sustainability of the program [AP 3]. The President of Cross County’s School Board stated that she “support[s] the goals and project activities... and confirm[s her] commitment to help ensure that the TAP system is implemented with fidelity” (see “Letters” attachment).

Communications Plan

[This section will describe how the Partnership will fulfill the “Planning Period Requirements” to develop Core Element A.]

As described in section B(1), successful communications to internal and external audiences is a key piece of the strategy for building widespread support for TAP in the Partnership districts’ communities. Explaining and building support for the transition from the existing REAP payouts to a more comprehensive approach funded by TIF will require a series of ongoing communications activities aimed at a range of stakeholders. These communications structures and practices will continue into the grant period to ensure fidelity of implementation of the more rigorous new PBCS. The communications plan will use existing NIET and district communications resources as well as additional activities to be funded through this grant, as described below.

Using the Planning Period to Develop a Comprehensive Communications Plan. The Partnership districts lack the internal capacity to develop and implement a communications plan that will effectively educate school staff and the community about the transition to TAP from REAP, as well as create ongoing outreach strategies to specific stakeholders including those most

important to sustainability. In addition, the Partnership wants to incorporate the development of relationships with nearby universities into its communications plan. Therefore, this TIF grant proposes a 10-month planning period in which the districts will develop and begin implementation of a communications plan.

NIET will work with CCSD and LCSD to hire an external public relations firm with experience in communicating about PBCSs to assist in the development and implementation of their communications plan. Since the Partnership plans to pay out performance-based compensation in the 2011-2012 school year, the planning period will be completed before the start of that school year in August 2011. The following steps outline what the districts need to do to ensure that they are able to fulfill Core Element A and have all five core elements in place before the start of 2011-2012 school year:

- 1) NIET and the districts will follow standard procurement processes to select a public relations firm.
- 2) The public relations firm will begin work on a communications plan, and will submit a draft plan to CCSD, LCSD, and NIET for approval.
- 3) CCSD, LCSD, and NIET will collaboratively review the draft communications plan and will offer feedback. They will establish regular communication with the public relations firm to track the progress toward a final plan and implementation.
- 4) The public relations firm will incorporate the feedback and will use the regular communications to refine the plan.
- 5) CCSD, LCSD, and NIET will offer final approval of the plan and will demonstrate to the Secretary of ED that all five core elements are in place.

B(3): PBCS Includes a Rigorous, Transparent and Fair Evaluation System for Teachers and Principals

[Note that this entire sub-criterion, B(3), addresses Core Element C and Absolute Priority 1.]

As previously mentioned in section B(1), TAP’s teacher and principal evaluation system: differentiates levels of effectiveness using multiple ratings categories on all measures; uses student growth at the classroom- and school-level as a significant factor; and requires teachers and principals to be observed multiples times a year using research-based rubrics by multiple trained and certified evaluators. For both teachers and principals, value-added assessment, when conducted by a reputable vendor, provides a rigorous measure of student growth. Value-added also controls for factors external to the school environment, which produces a fair and transparent evaluation of teacher and principal effectiveness.

Teacher Evaluation

Classroom observations—announced and unannounced—are conducted by members of the TAP Leadership Team (principal, assistant principal(s), master and mentor teachers) three or more times a year. To ensure the rigor of these observations, the TAP Leadership Team must undergo training and annual certification in the use of TAP’s rigorous classroom evaluation standards, known as the *TAP Skills, Knowledge and Responsibilities Performance Standards* previously described in section B(1) (see “Other Attachments” for an overview of the *Standards*). The table below illustrates one of the instructional indicators on the rubric.

Teacher Content Knowledge Indicator from the Instructional Portion of the TAP Rubric

| | 5 | 3 | 1 |
|----------------------------------|--|--|--|
| Teacher Content Knowledge | <ul style="list-style-type: none">• Teacher practices display understanding of each student’s anticipated learning difficulties.• Teacher practices regularly incorporate | <ul style="list-style-type: none">• Teacher practices display understanding of some student anticipated learning difficulties.• Teacher practices | <ul style="list-style-type: none">• Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties. |

| | | | |
|--|---|---|---|
| | student interests and cultural heritage. • Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. | sometimes incorporate student interests and cultural heritage. • Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. | • Teacher practices rarely incorporate student interests or cultural heritage. • Teacher practices demonstrate little differentiation of instructional methods or content. |
|--|---|---|---|

The rubric is shared and explained with teachers during the early stages of TAP implementation, providing them with the standards to which they will be held accountable before they are evaluated. TAP teacher evaluations produce more than a score; before each announced visit, teachers have a “pre-conference” session with their evaluator to discuss expectations and areas of focus. Then after all classroom observations, there is a “post-conference” session with the evaluator to discuss the findings. This cognitive coaching session offers teachers the opportunity to develop a plan for building on strengths and improving weaknesses. Evaluators must present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system. Additionally, the teacher must self-reflect and score each component of the lesson. As we will discuss in detail in B(4), TAP’s evaluation data management system automatically tracks scores to ensure inter-rater reliability.

The Principal Evaluation Process

Principals will be observed two or more times a year during their facilitation of TAP Leadership Team (TLT) Meetings. To ensure the rigor of these observations, they will be conducted by district TAP staff who have undergone training in how to use the research-based TLT Observation Rubric. Evaluators incorporate evidence from the TLT meeting as part of the process, and inter-rater reliability is tracked using the CODE system. Principals are trained in

the rubric as part of their professional development; thus, the rubric offers a fair, transparent and objective means to calculate principal effectiveness (see “Other Attachments” for a sample of one of the indicators on the rubric) [AP 1; CE C]. The 360-degree assessment offers another opportunity for observation based evaluation of principal effectiveness, as described earlier. In summary, this assessment tool is rigorous due to the multiple evaluators and evidence-based ratings. Its transparency and fairness are derived from the evidence-based ratings and freely accessible contents.

B(4): PBCS Includes a Data-Management System

[The following section fulfills Core Element D.]

The TAP schools in this grant will manage their teacher and principal observations and performance-based compensation calculations using the Comprehensive Online Data Management System (CODE), a third party Web-based data management system. CODE, a sole source provider, is already in use at most TAP sites nationally. CODE’s comprehensive data management system allows payout calculations to be managed automatically, and significantly reduces the resources required and human error compared to managing the same calculations through spreadsheets. To calculate payouts for teachers, principals and other personnel, CODE warehouses data from classroom evaluations and final value-added scores at the classroom and school levels, and links these data to other human resource and payroll data.

Recruitment, employment status and retention data from the Partnership districts’ human resource systems will be imported into a specially-designed data management protocol in CODE. Along with capturing existing district-assigned identifiers for linking purposes with payroll and human resources, each teacher or principal record is assigned a unique identifier internal to

CODE, which can be used to track data from each individual longitudinally across school years. CODE does not store personally identifiable student records and complies with the Family Educational Rights and Privacy Act (FERPA) along with applicable state and local privacy laws.

CODE will also produce a number of analytical reports summarizing teacher performance by whole staff, cluster, grade-level, subject-level, teacher type and individual teacher. Reports can be generated to provide a real-time view of instructional areas showing growth and areas in need of improvement as identified by teacher classroom evaluations to date. The system also creates reports on ratings by evaluator, which are used to monitor inter-rater reliability and avert score inflation. The generated analyses enable data-driven decision-making in setting school goals and targeting professional development.

B(5): PBCS Incorporates High-Quality Professional Development Activities

[This whole section, B(5), will address both sub-criterion 5 of the Project Design selection criteria and the grant requirement for high-quality professional development; PD.]

Ongoing job-embedded professional development designed to support teachers in increasing their skills and effectiveness is an essential element of the TAP system. Professional development in TAP schools is provided by school-based expert master and mentor teachers, who have been selected to take on additional responsibilities based on their records of improving student achievement and successful work with adult learners [AR].

For teachers to have substantive learning opportunities, practitioners and researchers have emphasized the need for schools to redesign the workplace and create ample time for teachers to meet during their regular work hours (Education Week, 2004). TAP schools structure their schedules to allow for professional development activities to take place during the school day.

Every week, master and mentor teachers lead career teachers in “cluster groups,” small professional development sessions focused on instructional improvement for increasing student achievement. Cluster groups are grade- or subject-specific and typically have five to eight members. Professional development extends into each classroom as master teachers model lessons, observe instruction and support teachers to improve their practice [AP 1; CPP 4; CE E].

TAP Addresses the Needs of Schools, Teachers and Principals

Rather than rely on outside experts offering one day workshops, TAP schools recruit or develop their own experts who structure professional development around: 1) the needs of students as identified through classroom assessments; 2) the needs of teachers as identified through classroom observations and student work; and 3) the needs of principals as identified through needs of teachers and students. *Data from students in the school building* are analyzed regularly during TAP Leadership Team meetings and weekly cluster groups to ensure that the professional development remains focused on improving student outcomes.

TAP Leadership Team (TLT) Meetings. The TLT analyzes student and teacher observation data for persistent areas of weakness across the campus. The broad needs of the school, as identified by the leadership team, inform the topics for the weekly cluster meetings. For example, in schools with weak scores on reading comprehension, the TLT will utilize or create assessments to isolate specific sub-skills of reading comprehension (e.g., making inferences) [AP 3]. The TLT monitors the research of specific student-based strategies and the vetted results to plan for cluster implementation.

Cluster Groups. Master and mentor teachers use group settings (cluster meetings) and individual opportunities (e.g., coaching; model teaching) to help teachers build their skills. TAP cluster groups are focused on building teacher expertise with specific instructional strategies or tools

applicable across the subject matter. The need for specific instructional strategies or tools is identified through analysis of student work from individual teachers' classrooms. Master and mentor teachers use evaluation data (SKR score and value-added data) through CODE to analyze areas for improvement across the faculty and for an individual teacher, and address these areas of need in weekly cluster meetings [CE E].

These strategies help teachers focus on how students learn and the methods teachers can use to enhance instruction. Master teachers use existing research and experts within and outside the TAP network to select student learning strategies. As stated by Jerald (2009), "Importantly, the new instructional strategies introduced during cluster meetings are not just 'best practices' brought back from a conference, but rather carefully identified and adapted strategies that relate directly to the school's improvement plan." Master and mentor teachers teach, or field-test, the strategies with students in the school while systematically tracking progress in the targeted skill. This allows them to model the strategy effectively for teachers. A master teacher may field-test a strategy multiple times, adjusting the instruction until it results in growth for all students.

At each cluster meeting, teachers analyze student work to determine the impact of a previous strategy on their students' growth. Based on those results, they then identify modifications or extensions they may need to provide to their students. Additionally, teachers are required to administer pre- and post-assessments to their students so they can measure progress towards mastering the targeted skill. These assessments are focused on a specific student learning need and are aligned to the state assessment, which can provide teachers with predictors for how students will ultimately perform on the school's high stakes tests.

Other Support. All TAP teachers are provided the opportunity and resources to improve their skills and raise student achievement. This is particularly relevant for teachers who are not

meeting the criteria for effectiveness [CE E]. Professional development does not end with the cluster meeting. TAP teachers also receive individualized support in their classrooms. This support is based on the needs of the teacher and may vary from lesson planning to a master or mentor teacher modeling the strategy in a teacher's classroom. The value of this support is magnified by the fact that the teacher receives guidance from the *same* master teacher throughout the year, ensuring that the master teacher, as the provider of professional development and evaluations, has had an active role in tracking the progress and needs of a specific teacher.

As noted, teachers who have demonstrated ongoing effectiveness also benefit from this individualized attention. In their case, support from expert master teachers will serve to further hone their skills in the classroom. Teachers with sustained effectiveness have the opportunity to take on expanded roles and responsibilities as master and mentor teachers [AR].

Principal Need. The outcomes of principal evaluations—incorporating school-wide achievement growth, scores on the TLT observation rubric and the 360-degree assessment—help CCSD and LCSD identify the needs of individual principals. Principals who are not deemed “effective” on these measures receive ample opportunities through site-based professional development, the national TAP Conferences, and the TAP Summer Institutes (see “Additional Professional Development” for a description) to better understand the measures of principal effectiveness, and consequently, improve their skills and raise student achievement [CE E]. Principals who demonstrate ongoing effectiveness have the potential to leverage their skills by providing trainings to other principals at the TAP Conferences and TAP Summer Institutes.

Additional Professional Development. In addition to weekly professional development, NIET provides ongoing technical assistance to all TAP sites, which improves the skills of principals, as well as master and mentor teachers to support all teachers [CE A]. As highlighted by Springer in

his 2009 paper, “Technical Assistance and Compensation Reform,” the technical assistance provided by NIET has evolved from a purely face-to-face model, to one in which training content is electronically delivered, to one that enables TAP participants to share information with one another (Lewis & Springer, 2009). In recent years, the expansion of TAP highlighted a need for making professional development materials easily accessible to all TAP sites. NIET thus developed the TAP System Training Portal,¹⁸ an interactive, Web-based professional development tool offering training materials on instructional strategies and the TAP Rubric. The portal provides an interactive resource to customize training to teachers’ specific needs and provides real-time access to the most up-to-date materials.

TAP’s face-to-face technical assistance is carried out by highly trained NIET personnel who have the experience and training to respond to the varied and evolving needs of TAP schools. While we address the specific qualifications of these individuals in “Quality of the Management Plan and Key Personnel,” here we outline technical assistance NIET’s personnel provide in several key arenas. First, they provide leadership teams at new TAP schools with initial Core Trainings. All TLT members must be trained and certified as TAP evaluators before carrying out classroom evaluations. Second, each summer NIET offers TAP Summer Institutes in several locations, which provide intensive training for TLTs. TLTs from CCSD and LCSD will use the TAP Summer Institute to meet with leadership teams from other rural schools to discuss the best practices for implementing TAP in rural environments. This support network of other TAP schools will help CCSD and LCSD tackle the unique challenges of their rural context. NIET’s expert trainers also serve schools through the annual National TAP Conference, where key personnel from TAP schools nationwide are gathered for training [CE A].

¹⁸ For a more detailed explanation of the TAP System Training Portal, see “Other Attachments.”

To address the unique needs of rural schools, this grant dedicates a specific TAP expert, the District Executive Master Teacher or DEMENT, to each district. These DEMENTs will not only offer much of the support discussed above, they will meet at least biannually to share their challenges and best practices from implementing TAP in CCSD and LCSD. These meetings will allow each district to benefit from the knowledge and experience of the other.

Alignment of Professional Development and Evaluation

In TAP, the foundation of the evaluations *and* teacher support is the *TAP Teaching Skills, Knowledge and Responsibilities Performance Standards*. The *Standards* are clearly articulated to all TAP teachers through early training and ongoing professional development. The rubric established within the *Standards* provides a common language for teachers and administrators to describe, plan, deliver and evaluate quality classroom instruction.

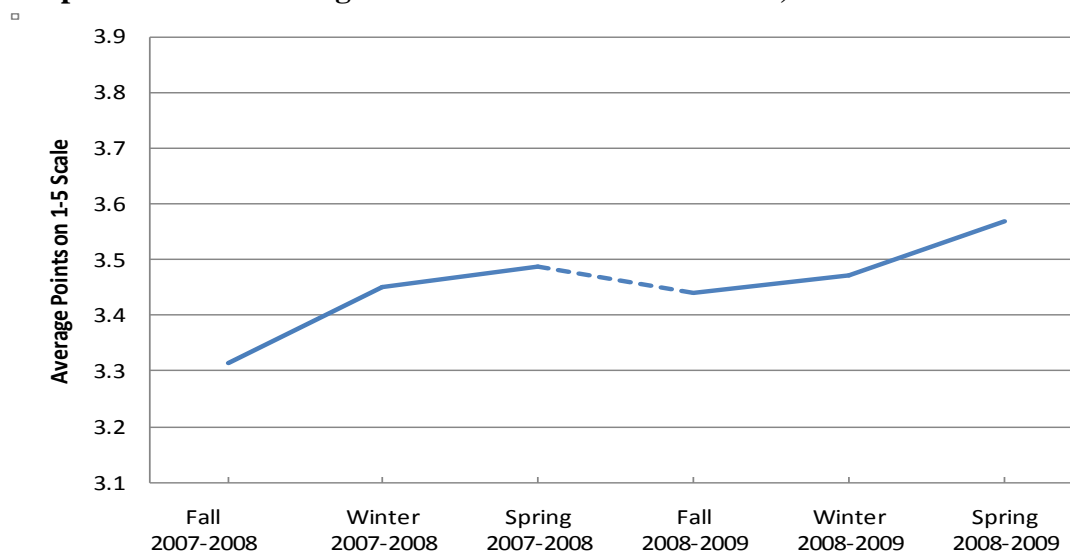
The TAP system intentionally aligns its measures of effectiveness and professional development. Each time a teacher participates in a TAP cluster group or discusses classroom practice with a master teacher, the *Standards* guides the conversation. As previously discussed, teacher evaluation data (i.e., SKR score and value-added data) from CODE also plays a role in identifying and addressing school-wide and individual needs. Professional development is the mechanism to support teacher and principal understanding of the measures of effectiveness and to guide them in using the outcomes to improve their practice [AP 3; CE E].

DEMENTs, principals and master and mentor teachers are trained to support teachers in the analysis and use of value-added data. Teachers and principals receive individual briefings from DEMENTs on their individual and school-wide value-added results as part of the communications process around the measures and calculation of performance compensation. These individual meetings occur annually, before any educator receives performance awards [CPP 4; CE E].

Increasing Teacher and Principal Capacity to Improve Student Growth

State and district analyses of TAP teacher evaluation data show that teachers improve their skills throughout the year due to TAP's effective support system. The chart below shows the average improvement in instructional skill scores over a two-year period for teachers in Texas and Louisiana. The data shows that, despite a slight dip over the summer, teachers demonstrated, on average, a path of improvement that continued over both years.¹⁹

Improvement in Average Observed TAP Teacher Skills, 2007-08 and 2008-09²⁰



Furthermore, as discussed in Project Design section (B1i), evaluation ratings of TAP teachers are positively related to value-added achievement growth of students in their classrooms. A higher quality of instruction in the classroom would be expected to lead to greater student gains on standardized achievement tests. This is true in the TAP system.

In addition to building teacher capacity in classrooms, TAP increases the capacity of principals to effectively lead the schools through the development of the TAP Leadership Team.

¹⁹ The growth in observed teacher instruction is not a linear relationship with time. Some teachers progress at different rates, so we would not expect to see a straight line of growth.

²⁰ Average of Instructional Domain Indicators for the 2007-2009 cohort [N = 196 teachers]

Through the TLT, the principal shares responsibility for instructional leadership with master and mentor teachers who work with the principal in developing and monitoring the school's goals and academic plan; planning and implementing weekly cluster group meetings; analyzing student data; conducting teacher evaluation and conferences; and monitoring individual teachers' professional growth.

Assessing and Improving Professional Development

The quality of professional development is monitored on an ongoing basis using CODE to track growth in student achievement and teacher effectiveness. It is also monitored by district-level TAP staff during regular visits where they tackle issues as they arise. NIET conducts an annual school review, which includes an in-depth qualitative and quantitative analysis of fidelity to TAP implementation. Professional development is a key area of observation in the school review. The reviews conclude with a set of recommendations addressing strong areas and those needing additional assistance [CE A]. This information can be used to shape future trainings at the school site and ensure fidelity to the TAP model.

Selection Criterion C: Adequacy of Support for the Proposed Project

NIET will be the fiscal agent for the proposed TIF grant. The roles and responsibilities of CCSD and LCSD are noted in the "TIF Project Timeline" later in this section and in the memorandum of understanding (see "Letters" attachment). The management plan describes NIET's management structure for implementing this project. As part of this plan, NIET and its partner districts will maintain performance-based incentives for teachers, principals and other personnel in the high-need schools under this grant for the five years of the TIF project period [AER].

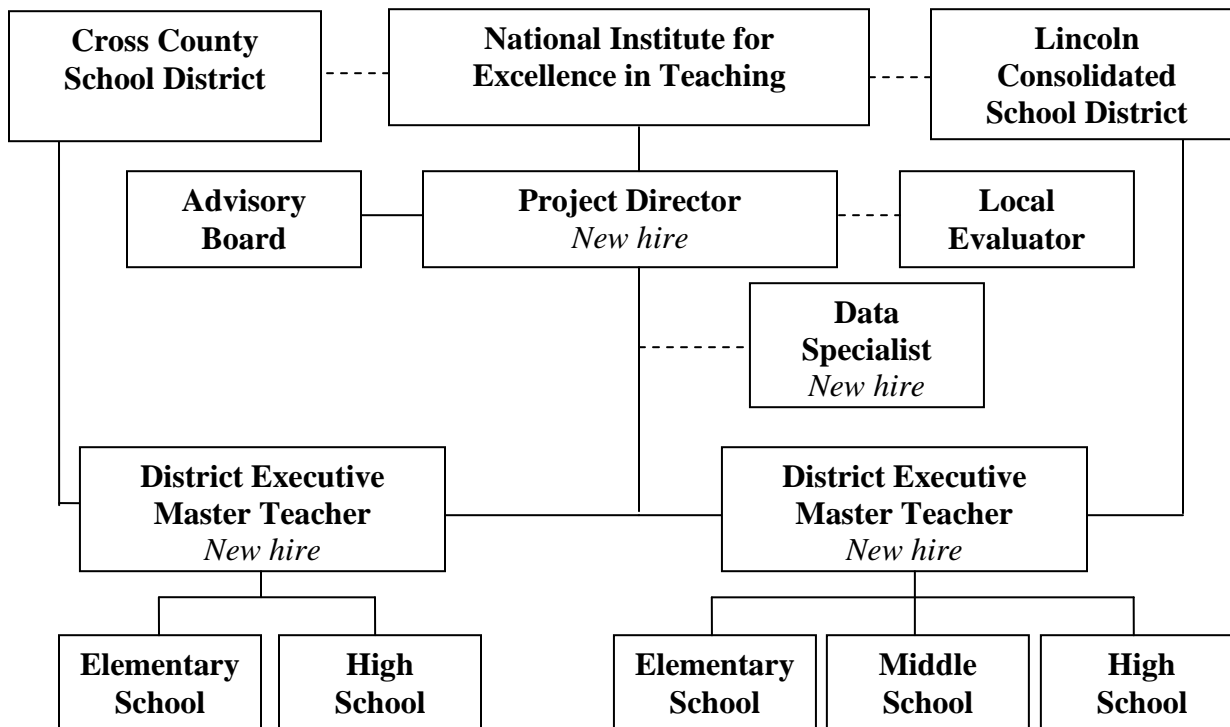
C(1): The Management Plan

The management plan for this TIF grant is designed to fulfill the goals and objectives of this project on time and within budget. Oversight, management and coordination of this project will ultimately be the responsibility of the TIF Project Director (see C(2) for qualifications and responsibilities) who will oversee and administer the grant. The Project Director's responsibilities will include three subsets of activities to ensure that the goals and objectives are achieved on time and within budget: 1) **oversight** of grant execution, 2) **management** of grant activities and 3) **work** to implement the TAP system in the Partnership districts. Each of these subsets have key project personnel from NIET and new positions that will be hired through the grant that will be assigned to help the PD work in the districts and carry out the necessary activities to meet the project goals and objectives.

Upon notification of funding, NIET will convene a TIF Advisory Board that will include: NIET's President (or designee), the TIF Project Director, the superintendent (or designee) from both the CCSD and LCSD and a principal and teacher representative from each participating school. The TIF Advisory Board will meet annually to provide a consistent platform for systematic review of the status and improvement of the TIF project. Based on the Board's findings and with approval of ED, changes or adaptations will be made to the implementation of TAP in the Partnership schools to guarantee that all of the project's objectives are met. In addition, NIET and its partners will establish quarterly communications to monitor progress, ensure that implementation is on track and address any challenges the districts may be facing.

The following chart illustrates the management structure for this TIF project. The responsibilities of the key personnel in the chart will be shown in the "TIF Project Timeline" below and explained, along with their qualifications, in section C(2).

TIF Organizational Chart



NIET has served as the fiscal agent to other large federal grants and will use the same strategies to manage this grant as have been successfully employed in the past. NIET will utilize routine, cost-control mechanisms that involve work and budget planning and systematic review. NIET believes that paramount to effective control of any project's costs are detailed work and budget planning, coupled with systematic reviews of actual performance against those plans and the ability to make adjustments as required. Actual accomplishments and their costs will be compared to the planned work flows and budget. Each quarter, NIET will generate financial reports for the districts. These reports will allow NIET to closely monitor expenditures and make sure the project is within budget.

The following timeline demonstrates our plan to develop the communications plan to fulfill Core Element A, which the Partnership currently lacks. The chart shows milestones for

developing and implementing a communications plan during the 10-month planning period [PPP]. All other core elements are already in place for Year 1 and are not included in the chart.

Planning Period Timeline

| <i>Project Tasks</i> | <i>Responsible Parties</i> | <i>Deadlines</i> |
|--|-----------------------------------|-------------------------|
| Core Element A | | |
| NIET and the districts will follow standard procurement processes to select a public relations firm. | District administration (DA) | December 2010 |
| The public relations firm will begin work on a communications plan, and will submit a draft plan to CCSD, LCSD, and NIET for approval. | Public relations firm (PR) | January 2011 |
| CCSD, LCSD, and NIET will collaboratively review the draft communications plan and will offer feedback. They will establish regular communication with the public relations firm to track the progress toward a final plan and implementation. | DA, NIET, PR | February 2011 |
| The public relations firm will incorporate the feedback and will use the regular communications to refine the plan. | PR | May 2011 |
| CCSD, LCSD, and NIET will offer final approval of the plan and will demonstrate to the Secretary of ED that all five core elements are in place. | DA, NIET | July 2011 |

The timeline below outlines our plan to fulfill the TIF grant's goals and objectives on time and within budget. The table includes: 1) project goals and measurable objectives, 2) milestones for accomplishing project tasks 3) and responsible parties. As noted in the timeline, the activities also plan for the project's sustainability in the Partnership after the project period.

TIF Project Timeline

| <i>Project Tasks</i> | <i>Responsible Parties</i> | <i>Milestones</i> | | | | |
|---|----------------------------|-------------------|-----------|-----------|-----------|-----------|
| | | <i>Y1</i> | <i>Y2</i> | <i>Y3</i> | <i>Y4</i> | <i>Y5</i> |
| Steps to fully implement the TAP system in CCSD and LCSD | | | | | | |
| Note: These steps are required to implement TAP with fidelity in order to achieve the goals of the grant. | | | | | | |

| | | | | | | |
|--|------------------------------------|---|---|---|---|---|
| The district will sign a memorandum of understanding with NIET and other parties, as applicable. (ST) ²¹ | NIET, District Administration (DA) | x | | | | |
| Hire NIET Project Director, District Executive Master Teachers (DEMT) and Data Specialist. | NIET, DA | x | | | | |
| Establish an Advisory Board to meet annually to assess the progress of meeting the stated goals of the TIF grant in the districts. | Project Director (PD), DA | x | x | x | x | x |
| Schools must solicit approval through a vote for TAP implementation from a consensus of 70% of faculty. (ST) | DA, Schools | x | | | | |
| TAP schools will sign a form releasing student-level test data. In addition, each TAP school is required to make arrangements to have school-level and classroom-level value-added calculations done to support the TAP Performance-Based Compensation System. | DA, Schools | | x | | | |
| Participating schools will restructure the school schedule to allow for ongoing applied professional growth activities to take place during the school day. (ST) | DA, Schools | x | | | | |
| The TAP Leadership Teams (TLT) of each school will meet with a NIET representative to review: cluster group assignments and schedule; roles and responsibilities; TLT meeting expectations; and preparations for the Startup of School Workshop. | TAP Leadership Teams (TLT) | x | | | | |
| Schools complete TAP core trainings. (ST) | TLT, NIET | x | x | | | |
| Members of the school TLT will attend the TAP Summer Institute. (ST) | TLT | x | x | x | x | x |
| Members of the school TLT will attend the annual National TAP Conference. (ST) | TLT | x | x | x | x | x |
| All participating schools receive a school review. (ST) | NIET | | x | x | x | x |
| The districts will work with NIET and a public relations firm to develop a communications plan to disseminate information about TAP and the success of the schools to key stakeholders. (ST) | DA, Data Specialist (DS), PR | x | | | | |
| The districts will implement the communications plan. | DA | | x | x | x | x |
| The districts will work with NIET to develop a plan for sustaining and expanding TAP beyond the life of the grant. (ST) | DA, DS | x | x | x | x | x |

²¹ “ST” indicates that a particular milestone contributes to the project’s sustainability.

| Goal 1: Increase the percent of effective teachers through incentives, career advancement, evaluation and professional development | | | | | |
|--|-----------------------|---|---|---|---|
| Measurable objectives: 1) Increase the percent of effective teachers as defined within this proposal; 2) Increase the percent of effective teachers retained each year; 3) Increase the recruitment of teachers who are effective or likely to be effective | | | | | |
| Establish a Staffing Committee for master and mentor teacher selection and accountability, which may be a subcommittee of the TAP planning committee. | DEMT, GM, DS, Schools | x | x | x | x |
| Each TAP school conducts a staff meeting to review TAP's Multiple Career Path opportunities. The mentor and master teacher roles, responsibilities and qualifications, along with the interview and selection process, are reviewed. | Schools | x | | | |
| All master and mentor teaching positions are posted and applications may be sent to the district personnel department. | Staffing Committee | x | | | |
| Mentor and master teacher applications are reviewed by the Staffing Committee. A pool of qualified candidates will be developed. Committee members will interview and select these teachers from the pool of qualified candidates. | Staffing Committee | x | | | |
| Participating schools will provide ongoing applied professional growth activities to teachers. | TLT | x | x | x | x |
| All teachers will have received a minimum of three classroom evaluations and associated post-conference sessions. | TLT | x | x | x | x |
| The districts will ensure that evaluators are trained and certified, and recertified annually to ensure ratings align with national raters and value-added measures. | DA, Schools | x | x | x | x |
| The districts will reward effective teachers in participating schools with performance-based compensation. (ST) | DA | | x | x | x |
| Districts will communicate details of PBCS and measures of effectiveness to teachers. (ST) | DA | x | x | x | x |
| Master and mentor teachers will sign addendums to their contract, outlining the responsibilities, job descriptions and compensation for the role designated. | School | x | | | |
| DEMTs and/or principals will travel to nearby universities to cultivate relationships and recruit teachers. | DEMT, DA | x | x | x | x |
| The districts will award recruitment bonuses to new teachers. | DA | x | x | x | x |

| | | | | | | |
|---|---------------------|---|---|---|---|---|
| Goal 2: Increase the percent of effective principals through incentives, evaluation and professional development. | | | | | | |
| Measurable objectives: 1) Increase the percent of effective principals as defined within this proposal; 2) Increase the percent of effective principals retained each year | | | | | | |
| Participating schools will provide professional development for principals. | DA, DEMENT | x | x | x | x | x |
| All principals will have received a minimum of two observation evaluations and will receive a 360-degree assessment of principal effectiveness. | DA, Schools, DEMENT | x | x | x | x | x |
| The districts will ensure that evaluators are trained. | DA, Schools | x | x | x | x | x |
| Districts will communicate details of PBCS and measures of effectiveness to principals. (ST) | DA | x | x | x | x | x |
| The districts will reward effective principals in participating schools with performance-based compensation. (ST) | DA | | x | x | x | x |
| Goal 3: Improve student achievement | | | | | | |
| Measurable objectives: 1) Achieve a year or more of student growth at the school level as defined within this proposal; 2) Demonstrate progress on state measures of student achievement | | | | | | |
| All prior project tasks apply. | | | | | | |

C(2): Qualifications and Responsibilities of the Project Director and Key Personnel

NIET, with its partners, has assembled an exceptionally well-qualified team of managers and other personnel who will complete their project responsibilities on time and within budget. The qualifications of the staff described below represent the full range of skills to guarantee quality and timely work on all tasks of this effort. As will be shown below, the time commitments these key personnel will devote to this grant are adequate to implement the project effectively.

Resumes for key personnel showing their relevant training and experience are included in “Other Attachments.”

Dr. Matt McClure is the superintendent of Cross County School District and has served in this capacity since 2006. He was recently awarded the 2010 Arkansas Superintendent of the Year Award, which recognizes chief school administrators who exemplify excellence and achievement in educational leadership. Prior to his work with CCSD, he served as a teacher,

principal, assistant superintendent and adjunct professor. Dr Frank Holman is the superintendent of Lincoln Consolidated School District and has served in this capacity since 2007. He received the Arkansas Superintendent of the Year Award in 2005. Prior to his work at LCSD, Dr. Holman served as the superintendent of Cabot School District.

The Project Director position will be filled by a new NIET hire and will devote 50% of his or her time to the successful implementation of this project. The Project Director will:

- Be primarily responsible for the overall leadership and management of the grant
- Work closely with NIET senior management, CCSD and LCSD district administrations and school principals to support and oversee all aspects of TAP operation
- Ensure compliance and timely reporting on all grant requirements
- Lead annual advisory board meetings
- Supervise the Data Specialist
- Work with CCSD and LCSD administrations to help recruit effective teachers
- Provide support and guidance to District Executive Master Teachers
- Provide training for District Executive Master Teachers
- Provide initial and continuing training for school-based master and mentor teachers
- Provide on-site technical assistance
- Conduct principal observations as applicable.

NIET will seek applicants for Project Director that have prior experience managing complex projects, with preference to experience with federal grants. Applicants will ideally be very familiar with the implementation of the TAP system, and preference will be given to applicants who have worked in TAP schools or with NIET in the past. Applicants will have experience providing technical support to schools, grant management and oversight, budget

creation and implementation, creating data management plans and communicating regularly with media outlets. NIET believes that a 50% time commitment to this project coupled with the required qualifications will result in an effective Project Director for this grant.

The additional key NIET personnel involved in the management and work of implementing TAP in the Partnership include: Gary Stark, President; Dr. Tamara Schiff, Senior Vice President; Kristan Van Hook, Senior Vice President; Jason Culbertson, Senior Vice President; and Glenn Daley, Senior Researcher.

As President and Chief Executive Officer, Dr. Gary Stark is responsible for the management, operations and performance of NIET. He works closely with NIET senior staff to oversee activities related to the implementation and advancement of the TAP system across the country. Dr. Stark will dedicate 5% of his time (in kind) to overseeing the performance of TAP in the districts. Combined with support of the PD and other NIET senior management, this amount of time will be appropriate to oversee that the grant is managed effectively.

Dr. Tamara Schiff, NIET Senior Vice President, will work with the Project Director to provide fiscal and administrative oversight of the project. This will include budget accountability and submitting appropriate reports to ED to guarantee compliance. Dr. Schiff has led the administration of federal and private grants totaling over \$29 million. She is the current Project Director for NIET's Teacher Incentive Fund grant, which has consistently achieved its milestones on time and within budget. Dr. Schiff will dedicate 10% of her time to ensure proper oversight of the grant.

As Senior Vice President at NIET, Kristan Van Hook develops and implements strategies to build support for NIET's education initiatives, and will have this role for the TIF grant. Her responsibilities will include developing and executing strategies for communicating the projects

results to policymakers, practitioners and the public, supporting NIET's work in summarizing key findings in the form of white papers, and other forms of communication. Ms. Van Hook has over 15 years of experience in government and public policy. She will dedicate 15% of her time in Years 1 and 5, and 10% of her time in Years 2 through 4 to provide communications management to this grant, which is adequate to fulfill the project's communication efforts.

Jason Culbertson works closely with NIET senior management to support all aspects of school operations including TAP trainings, school reviews and evaluation, and other school services. He was previously the Project Director for a South Carolina TAP Teacher Incentive Fund grant, showing his experience managing a complex project and specifically a federal grant. Mr. Culbertson's experience with TAP began as he worked his way up the career path within TAP schools, advancing from a career to master teacher. Mr. Culbertson will spend 15% of his time in Year 1 and 10% of his time in Year 2 through 5 to support and manage TAP trainings. The Project Director reports directly to him, as he has prior experience managing federal grants.

Glenn Daley is responsible for carrying out internal research activities for NIET and TAP, including oversight of data collection and systems. He will serve as a liaison to the grant's local evaluator and will be responsible for oversight of the evaluation. Prior to joining NIET, Mr. Daley worked for over five years in the program evaluation and research branch of the Los Angeles Unified School District, including two years as director of research and evaluation. Mr. Daley will dedicate 15% of his time in Years 1 and 5, and 10% of his time in Years 2 through 4 to ensure that the local evaluation is carried out effectively.

In addition to the Project Director, NIET and its partners will also be hiring three new positions to support this TIF grant project. These new positions will be based in the district. Two District Executive Master Teachers (DEMTs), one per district, will be hired to be responsible for

training school-based leadership teams and conducting regular site visit. The DEMENTs will spend 100% of their time at the school site working directly with master and mentor teachers to anchor the training process and provide the technical application of the performance-based compensation used by the TAP system. By having two separate positions, the DEMENTs will effectively address the specific needs that arise in each district. The districts, with the assistance of NIET, will seek applicants who have at least five years of classroom teaching experience; preferably a master's degree in education; demonstrated expertise in content, curriculum development, student learning, test analysis, mentoring and professional development; and the ability to work with administrators and teachers in a diverse cross-section of schools.

Finally, the Data Specialist will work with the Project Director to fulfill grant requirements and provide data support to the districts. This will include: providing research and data support; monitoring expenditures on current awards; working with evaluation data and performance compensation data to ensure accuracy and understanding; connecting NIET's research with ongoing implementation in the districts; communicating regularly with the Partnership; and working with the local evaluator. NIET and its partners will seek applicants who have a Bachelor's Degree in Business Administration or related discipline; or an equivalent combination of training and experience. The candidate should also have strong computer and organizational skills and previous experience with grants administration is recommended. This position will work within the district and will devote 50% of their time to this project, which will be adequate to carry out the positions' responsibilities.

NIET's Qualifications and Past Success Improving Student Achievement

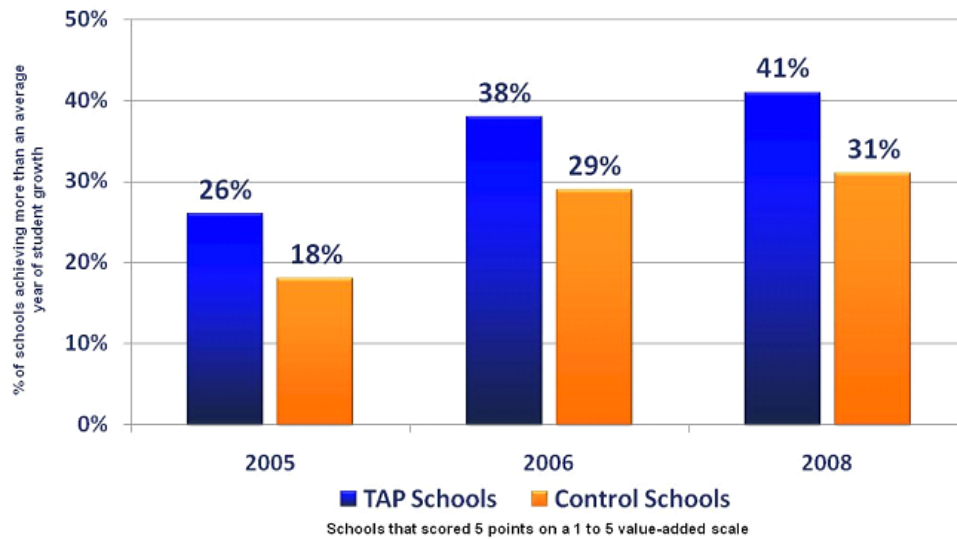
While the previous section focused on the individual qualifications of key personnel, this section will address the qualifications of NIET as an organization to improve student achievement and successfully implement a TIF project.

NIET is fully capable of achieving the goals set forth in this grant as evidenced by student achievement outcomes from the past decade of TAP implementation in partnership with LEAs across the country. TAP offers a proven method for significantly improving student achievement that is necessary to get high-need schools on track to reach or exceed proficiency goals and close achievement gaps. Three studies (Kim & Daley, 2010; Springer, Ballou, & Peng, 2008; Solmon, White, Cohen, & Woo, 2007) using independently provided multi-state data have shown that TAP schools consistently outperform similar non-TAP schools in making student achievement growth.²² One nationwide analysis (Kim & Daley, 2010) showed a higher percent of TAP schools than non-TAP schools performing at the highest level of value-added growth. As shown in the following chart, in the 2007-08 school year, 41% of TAP schools achieved a score of 5 on a 5-point scale, representing *significantly more than a year of student growth*. For a school to score this well means that its achievement growth rate is significantly higher than the average for similar students in other schools. In contrast, only 31% of comparable non-TAP schools in the same states achieved a score of 5.²³

²² These value-added studies involve comparison groups on two levels: students are compared to very similar students in the same states, and then TAP schools are compared to very similar non-TAP schools, resulting in a high level of validity for attributing growth to TAP.

²³ Data provided by SAS® EVAAS® for K-12, the leading provider of value-added statistics in American education. The 2007-08 results were based on student test scores from 115 TAP schools and 1,626 non-TAP schools in nine states.

TAP Schools Outperform Control Schools in Student Growth



NIET has previously received funding through a TIF partnership with the Algiers Charter Schools Association (ACSA), a consortium of charter schools in New Orleans, Louisiana. NIET is currently the fiscal agent for the \$19 million TIF grant in ACSA. To date, grant money has been spent on schedule, NIET has complied with all reporting requirements in a timely manner, and NIET received a Year 2 Monitoring Report which provided strong commendations for Data Quality, Communications and Stakeholder Engagement, and Information Technology. U.S. Department of Education monitors had no recommendations for improvement in the Programmatic Findings or in Fiscal Issues for this grant.

The ACSA serves a high-need student population where 87% of students qualify for free or reduced price lunch, yet has achieved impressive growth in student achievement under NIET's TIF grant. In the 2008-09 school year, five of the eight ACSA schools achieved *significantly more* than a year's academic growth. Two schools accomplished *more than* one year of student achievement growth and one demonstrated a solid year's growth. Further, the 2008-09 school year was the *second consecutive year of significant growth* in student achievement for half of the ASCA schools, an outstanding achievement for a charter organization with high-need students.

These positive findings confirm the experience and capacity that NIET has to manage, monitor and serve as the fiscal agent to a multi-million, multi-year grant in partnership with LEAs serving high-need schools. In accordance with Competitive Preference Priority 6, for this TIF grant, NIET is applying to work with two *different* eligible districts to use new TIF funds for the costs of implementing performance-based compensation in high-need schools that have not previously received TIF funds [CPP 6].

C(3): Funds to Support the Proposed Project

The Partnership districts will reallocate existing federal, state and local funds to support the implementation of TAP during and beyond the term of the grant. The superintendents and their school boards are committed to ensuring the long-term sustainability of TAP in their districts.²⁴ To demonstrate this commitment and to fulfill Absolute Priority 2, the district will adopt an increasing share of the performance awards, covering 10% in Year 2,²⁵ 25% in Year 3, 50% in Year 4; and **75%** of performance-based compensation in Year 5. As part of this match, both districts will **fully fund** performance-based compensation for “other personnel” in all years of the grant. And specifically in LCSD, the district will fully fund one of the two master positions at each school, for a total of three out of six master teachers in LCSD. This level of financial responsibility by the districts ensures that the districts will internalize the financial commitment to the TAP system and be prepared to plan for the financial resources to sustain TAP beyond the grant period.

²⁴ See the Budget Narrative for the detailed, five-year project budget.

²⁵ Given that this grant requires a planning period of 10 months, no performance-based compensation will be paid out in the first year of the grant.

To fund this match, each district will reallocate – at a minimum – federal Title II-A, state National School Lunch Act, and per pupil expenditure monies in support of TAP. Title II-A supports improving teacher quality, and these funds may be used to support all aspects of TAP implementation. Arkansas’ National School Lunch Act allocates additional per pupil funding to districts based on the percent of students qualifying for free or reduced price lunch (FRPL). Funding levels are tiered, and the specific amount funded in a particular year depends on a three-year average of the FRPL population. Funding is phased in for schools that move up a funding tier. Both LCSD and CCSD expect their per-pupil allocation from this fund to nearly double over the next three years based on the large and steady population students qualifying for FRPL in their districts. Local funding is based on local taxes and distributed on a per-pupil basis to districts. CCSD and LCSD will allocate some of this local funding in support of TAP. In addition, LCSD will fund one master teacher position and augmentation per building as part of this project. As will be shown in C(4), NIET has projected that the costs for three years beyond the project period will be lower than during the grant period. This lower cost after the grant period ends makes fiscal sustainability more realistic. Further, given the increasing share of performance-based pay funded by non-TIF funds over the course of the grant, the Partnership districts will be prepared to take on all costs once the grant period has ended [AP 2].

C(4): Requested Grant Amount and Project Costs Are Sufficient and Reasonable

NIET has projected costs associated with the development and implementation of TAP during the five-year project period and three years beyond according to Absolute Priority 2. NIET and the Partnership request [REDACTED] over five years to implement TAP in the districts. The districts will fund \$ [REDACTED] over the life of the grant.

| Total Project Cost | | | | | |
|--------------------|--------|--------|--------|--------|--------|
| ED 524 Category | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Personnel | | | | | |
| Fringe | | | | | |
| Travel | | | | | |
| Equipment | | | | | |
| Supplies | | | | | |
| Contractual | | | | | |
| Other | | | | | |
| Indirect Costs | | | | | |
| Total | | | | | |

These costs are sufficient to attain the project goals and reasonable in relation to the objectives and design of the project. Over its decade of experience working with districts, NIET has created efficiencies to reduce the costs of TAP, worked with partners to achieve project goals within budget and to sustain these reforms over time. The goals set for this project require the full, faithful implementation of the TAP system, and the costs projected reflect the full and faithful implementation of TAP. A detailed explanation of the budget is located in the “Budget Narrative.” In further accordance with Absolute Priority 2, NIET and the Partnership have accepted the responsibility to provide performance-based compensation to teachers and principals who earn it under the system [AP 2].

NIET and the Partnership have projected that the cost of sustaining TAP for three years beyond the grant will be approximately [REDACTED] annually for CCSD and \$1.2 million annually for LCSD. NIET has found that after five years, the cost of implementing TAP decreases as partner sites build their own capacity and begin to see the academic and effectiveness benefits of TAP. Specifically, CCSD and LCSD will no longer be responsible for the following costs:

- NIET Personnel: The district will have built the capacity to support itself in training
- Recruitment incentives: The implementation of TAP will diminish turnover
- Travel for training, except to the TAP National Conference

- Registration and materials fees, except for the TAP National Conference

Consequently, the decline in projected costs of implementing TAP contributes to this project's fiscal sustainability. As noted in C(3), these costs will be covered through the reallocation of existing federal, state, and local funds [AP 2].

Selection Criterion D: Quality of Local Evaluation

This project will be evaluated by a third-party professional evaluator with the capacity for working with both qualitative and quantitative data. The purpose of the evaluation will be twofold: first, to provide feedback for continuous improvement in the implementation and operation of TAP in the project schools; and second, to provide an analysis of the evidence that the project is achieving its objectives and goals.

The evaluator will assess progress toward and accomplishment of all of the outcome measures identified in this proposal, as described below. In addition, the evaluator will study the implementation of TAP in the project schools during the length of the grant, including differences in fidelity to the TAP model between schools. The evaluator will also examine the intermediate attitudinal and behavioral outcomes among teachers and principals that are expected to lead to changes in student outcomes as a result of the project.

D(1): Includes the Use of Strong and Measurable Performance Objectives

The evaluation will collect and analyze the following measures of performance related to the goals of the project. For Goal 1 (increase the percent of effective teachers through incentives, career advancement, evaluation and professional development), the objectives and measures are:

1. *Increase the percent of effective teachers as defined within this proposal.* The evaluator will measure teacher effectiveness using the same three indicators on which incentives are based: Skills, Knowledge and Responsibilities (SKR) scores, value-added measures of student growth at the classroom level, value-added measures of student growth at the school level. The evaluator will have access to specific SKR data for each classroom observation occasion and each dimension of instruction, *i.e.*, the data underlying the overall SKR score for each teacher. The evaluator will also utilize the underlying value-added scores on each subject and not just the composite 1-5 score on which incentives are based. Using the underlying SKR and value-added scores will enable the evaluator to conduct nuanced and statistically powerful analyses of teacher performance on multiple dimensions.

In addition to measuring the percent of effective teachers, the evaluator will investigate relationships between incentives, professional development, and teacher performance. The evaluator will collect and analyze data on the attitudes of teachers toward incentives and other elements of the project, and on the quality of professional development and its relationship to changes in instruction.

2. *Increase the percent of effective teachers retained each year.* The evaluator will calculate retention rates using administrative data on staff changes, including exit interview data, and will assess the effectiveness of retained teachers using the data described above for objective 1. This analysis will match retention data with performance data from CODE to examine differences in retention between lower- and higher-performing teachers.

3. *Increase the recruitment of teachers who are effective or likely to be effective.* The evaluator will assess the performance of newly hired teachers at the end of their first year using the data described above, and will analyze their on-the-job performance in the context

of their professional qualifications and experience prior to hiring. The evaluator will examine qualification data on applicants as well as hired teachers to assess the quality of the applicant pool attracted by the schools in the project. The evaluator will also use survey and interview data to examine the perceptions of both principals and newly hired teachers regarding the effect of TAP on recruitment quality.

For Goal 2 (increase the percent of effective principals through incentives, evaluation and professional development), the objectives and measures are:

1. *Increase the percent of effective principals as defined within this proposal.* To measure the effectiveness of principals, the evaluator will make use of the 360-degree assessment data described in this proposal, TAP Leadership Team (TLT) observation rubric scores, and school-wide value-added student growth outcomes. The evaluator will examine the relationships between TAP elements, principal leadership, and school performance using survey, interview, and other qualitative data.

2. *Increase the percent of effective principals retained each year.* Given the moderate number of schools involved in the project, the evaluator will be able to analyze principal retention and turnover on a case-by-case, year-to-year basis in the context of the effectiveness data described above. Using survey, interview, and other qualitative data, the evaluator will analyze the relationships between TAP elements, performance, and principal retention.

For Goal 3 (improve student achievement), the objectives and measures are:

1. *Achieve a year or more of student growth at the school level as defined within this proposal.* The evaluator will analyze school-level value-added indicators of student achievement gains on standardized assessments as provided by the contracted value-added

vendor. In addition to reporting school progress on this goal, the evaluator will use underlying growth scores for each subject, grade and student subgroup to provide nuanced feedback on the differentiated impact of TAP as well as relationships between impact and implementation measures.

2. Demonstrate progress on state measures of student achievement. The evaluator will examine annual state accountability measures for each school in the project. In addition to measuring overall school progress, the evaluator will use state achievement data disaggregated by subject, grade and student subgroup to complement the value-added analysis of student growth and its relationship to TAP implementation. Data on changes in the percent of students in each proficiency band will also enable an analysis of how TAP affects students at different achievement levels within these schools.

D(2): Will Produce Evaluation Data that are Quantitative and Qualitative

The evaluation will provide both quantitative and qualitative data in the following categories:

- (a) Student achievement and state accountability data (including disaggregated scores) will be provided by the LEA partner. Value-added data (including underlying scores and standard errors) will be provided by the value-added vendor servicing the LEA partner.
- (b) Teacher and principal evaluation results will come from the CODE data system used by TAP schools, including the detail for each classroom observation and principal performance survey.
- (c) The evaluator will obtain administrative data regarding teacher and principal recruitment and retention, including exit interview data, from the LEA and participating schools.
- (d) Survey data on teacher and principal attitudes and perceptions will result from the annual TAP web survey conducted by NIET nationally. This survey focuses on attitudes toward the

specific elements of TAP and perceptions of the quality of TAP implementation on multiple dimensions. Additional local surveys will be conducted by the evaluator to address questions specific to this project.

(e) Interviews and focus groups of TAP teachers and principals will complement and expand upon survey data about attitudes and perceptions. The evaluator will analyze data from these activities using grounded theory methods to identify themes that characterize TAP implementation in these schools. The evaluator will be able to triangulate among multiple perspectives on the process of change within schools.

(f) The evaluator will conduct on-site observations of classrooms and cluster group meetings. These observations will provide data on the quality of instruction and the quality of the professional development process, as indicators of the intermediate changes required to impact student outcomes.

(g) The evaluator will have access to samples of student work, cluster group records, TLT records, teacher individual growth plans, and other artifacts of the process of change in schools.

(h) NIET will provide annual School Review data to the evaluator. These scores measure the quality and consistency of TAP implementation in a school. These ratings are conducted by experienced TAP staff from outside of the school, using quantitative and qualitative rubrics.

D(3): Includes Adequate Evaluation Procedures for Ensuring Feedback and Improvement

The evaluation will be "utilization focused" (Patton, 2002), meaning that the evaluator will provide feedback in order to make the project more successful, sustainable and replicable. The evaluation will include regular communications between the evaluator, NIET and the LEA partner. An NIET staff member and an LEA staff member will be designated as contact persons

for communications with the evaluator. The evaluator and NIET and LEA representatives will hold update meetings or conference calls at least quarterly to review plans, progress, and preliminary data. The evaluator will provide an annual report to NIET and the LEA partner presenting and analyzing key data regarding project implementation, progress toward objectives, and intermediate outcomes if applicable. The evaluator will provide an initial draft of this report in early fall of the school year following the year covered by the report, in order to support improvements in the operation of the project. When value-added achievement data become available, typically later in the year, the annual report will be updated to reflect such data. At the conclusion of the grant period, the evaluator will assess the overall accomplishment of goals. The evaluator will also provide an analysis of lessons learned for the sustainability of TAP in these schools as well as for the possible expansion of TAP within the partner LEA and the future implementation of TAP at other sites.

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Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **High-Need Schools Documentation** Pages: **1** Uploaded File: \\Tap1\public\sshoff\Grants\TIF\2010 Competition\Final Documents\TIF_High-Need Schools Documentation.pdf

High-Need Schools Documentation

| | Percent FRPL (%) |
|------------------------|------------------|
| CCSD Elementary School | 77 |
| CCSD High School | 71 |
| LCSD Elementary School | 76 |
| LCSD Middle School | 70 |
| LCSD High School | 62 |

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **MOU and Letters of Support** Pages: **17** Uploaded File: **\\Tap1\public\sshoff\Grants\TIF\2010 Competition\Final Documents\Attachment_Letters.pdf**

Teacher Incentive Fund Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the National Institute for Excellence in Teaching (hereafter referred to as “NIET”) and its two partner local education agencies: Cross County School District (hereafter referred to as “CCSD”) and Lincoln Consolidated School District (hereafter referred to as “LCSD”).

The purpose of the partnership is to develop and implement TAP™ : The System for Teacher and Student Advancement (TAP), a project that will be funded in part through a federal Teacher Incentive Fund (TIF) grant. Additional funding will be provided through CCSD and LCSD in order to support the full implementation of TAP. TAP is a comprehensive performance-based compensation system for teachers and principals to help increase educator effectiveness. NIET will work with these districts to fulfill the project goals that are included in the TIF project.

CCSD and LCSD will agree to the following terms throughout the grant award period (2010 – 2015).

1. Intentionally implement the four TAP elements outlined in the *TAP Implementation Manual and further defined by the TAP CORE Training Standards*. The partner will carry out the essential reform elements simultaneously using the TAP planning and implementation materials, resources and trainings provided by NIET;
2. Commit to hiring effective candidates to participate in all grant activities;
3. Implement the TAP system with fidelity to the model as measured annually by NIET School Reviews;
4. Promote and participate in the specific activities listed in the TIF grant;
5. Work in collaboration with NIET on all grant activities;
6. Give priority to accomplishing the activities in collaboration with NIET;
7. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any district responsibilities;
8. Adopt consistent policies across participating TAP schools;
9. Commit resources to sustain TAP once the grant funding ends.

NIET agrees to perform the following activities:

1. Assign specific staff to serve as a liaison to CCSD and LCSD;
2. Promote and participate in the specific activities listed in the TIF grant;
3. Work in collaboration with CCSD and LCSD on all activities;
4. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested.

Term of MOU

The term of this MOU will begin on the date that the TIF grant award becomes effective and continue through the duration of the award.

Applicable Law

This MOU will be governed by the laws of the State of California.

Amendments

Any change to this MOU will be preceded by a written amendment signed by both parties to this MOU. An amendment is required:

1. Whenever the term of this MOU is extended or reduced without terminating this MOU;
and
2. For any change in terms and conditions of this MOU.


Terms

This MOU binds NIET, CCSD and LCSD to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

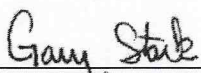
Either party may terminate this MOU without cause or penalty by giving the other party a written notice of such termination at least thirty (30) calendar days prior to termination. If not terminated by the above method, this MOU will be terminated upon the expiration date of the TIF grant.


District Superintendent

6/27/10
Date


Chair of the Board of Education

Date


National Institute of Excellence in Teaching President

6/25/2010



Teacher Incentive Fund Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the National Institute for Excellence in Teaching (hereafter referred to as “NIET”) and its two partner local education agencies: Cross County School District (hereafter referred to as “CCSD”) and Lincoln Consolidated School District (hereafter referred to as “LCSD”).

The purpose of the partnership is to develop and implement TAP™: The System for Teacher and Student Advancement (TAP), a project that will be funded in part through a federal Teacher Incentive Fund (TIF) grant. Additional funding will be provided through CCSD and LCSD in order to support the full implementation of TAP. TAP is a comprehensive performance-based compensation system for teachers and principals to help increase educator effectiveness. NIET will work with these districts to fulfill the project goals that are included in the TIF project.

CCSD and LCSD will agree to the following terms throughout the grant award period (2010 – 2015).

1. Intentionally implement the four TAP elements outlined in the *TAP Implementation Manual* and further defined by the TAP CORE Training Standards. The partner will carry out the essential reform elements simultaneously using the TAP planning and implementation materials, resources and trainings provided by NIET;
2. Commit to hiring effective candidates to participate in all grant activities;
3. Implement the TAP system with fidelity to the model as measured annually by NIET School Reviews;
4. Promote and participate in the specific activities listed in the TIF grant;
5. Work in collaboration with NIET on all grant activities;
6. Give priority to accomplishing the activities in collaboration with NIET;
7. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any district responsibilities;
8. Adopt consistent policies across participating TAP schools;
9. Commit resources to sustain TAP once the grant funding ends.

NIET agrees to perform the following activities:

1. Assign specific staff to serve as a liaison to CCSD and LCSD;
2. Promote and participate in the specific activities listed in the TIF grant;
3. Work in collaboration with CCSD and LCSD on all activities;
4. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested.

Term of MOU

The term of this MOU will begin on the date that the TIF grant award becomes effective and continue through the duration of the award.

Applicable Law

This MOU will be governed by the laws of the State of California.

Amendments

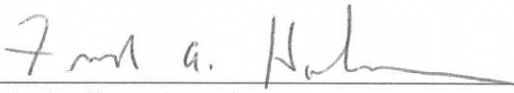
Any change to this MOU will be preceded by a written amendment signed by both parties to this MOU. An amendment is required:

1. Whenever the term of this MOU is extended or reduced without terminating this MOU; and
2. For any change in terms and conditions of this MOU.

Terms

This MOU binds NIET, CCSD and LCSD to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

Either party may terminate this MOU without cause or penalty by giving the other party a written notice of such termination at least thirty (30) calendar days prior to termination. If not terminated by the above method, this MOU will be terminated upon the expiration date of the TIF grant.



District Superintendent

6/25/2010

Date



Chair of the Board of Education

6/30/2010

Date



National Institute for Excellence in Teaching President

6/25/2010

Date

Cross County School District

Dr. Matt McClure, Superintendent

June 28, 2010

BOARD MEMBERS:

Joan Ball
President

Ricky Harrison
Vice President

Craig T. Walker
Secretary

Dennis Stevenson

Josh Searcy

Richard Imboden

Shane Bell

Dear Assistant Secretary Meléndez de Santa Ana,

As Superintendent of the Cross County School District, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Cross County School District (CCSD) in Cherry Valley, Arkansas and Lincoln Consolidated School District (LCSD) in Lincoln, Arkansas. This grant will help implement TAP™: The System for Teacher and Student Advancement (TAP) in high-need schools in these districts.

The Cross County School District has made a strong commitment to improving the educational outcomes for students through performance-based pay. We feel that all educators should be evaluated and held accountable based on outcomes and that we should be allowed on a local level to decide how to best educate our students. The TAP model helps reinforces focusing on the outcomes and holding educators accountable for the education of our students.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity. I support CCSD and LCSD's partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in their schools.

Sincerely,



Name: Matt McClure_____

Title: Superintendent_____

Date: 6/20/10_____

Cross County Elementary
Stephen Prince, Principal
Cherry Valley, AR 72324
870-588-3337 phone
870-588-4606 fax

Cross County High School
David Clark, Principal
21 CR 215
Cherry Valley, AR 72324
870-588-3337 phone
870-588-4606 fax
870-588-3565 fax Dist. Office

Cross County School District
Dr. Matt McClure
21 CR 215
Cherry Valley, AR 72324
870-588-3338 phone
870-588-3565 fax

Lincoln Consolidated Public School

Member North Central Association Of Colleges and Schools

117 Boyer Street, Suite A

P.O. Box 1127

Lincoln, Arkansas 72744

Frank Holman, Superintendent

479-824-3010

Mary Ann Spears, High School Principal

479-824-3010-Ext. 3012

Michele Price, Middle School Principal

479-824-3010 Ext. 3019

Marsha Hash, Elementary Principal

479-824-3010 Ext. 3014

Clay Hendrix, District Learning Services

479-824-3010 Ext. 3135

June 17, 2010

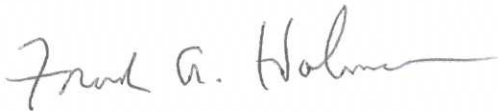
Dear Assistant Secretary Meléndez de Santa Ana,

As Superintendent of the Lincoln Consolidated School District, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Cross County School District (CCSD) in Cherry Valley, Arkansas and Lincoln Consolidated School District (LCSD) in Lincoln, Arkansas. This grant will help implement TAP™: The System for Teacher and Student Advancement (TAP) in high-need schools in these districts.

This grant will provide an excellent opportunity for us to make a tremendous difference in not only our districts, but also an opportunity to provide data for other schools to replicate. We will be able to provide help for other district willing to move in this direction. Both districts have been very progressive and implemented many important strategic initiatives to impact teaching and learning over the past three years.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity. I support CCSD and LCSD's partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in their schools.

Sincerely,



Name: DR. FRANK A. HOLMAN

Title: Superintendent

Date: 6/17/2010

Cross County School District

Dr. Matt McClure, Superintendent

BOARD MEMBERS:

Joan Ball
President

Ricky Harrison
Vice President

Craig T. Walker
Secretary

Dennis Stevenson

Josh Searcy

Richard Imboden

Shane Bell

June 28, 2010

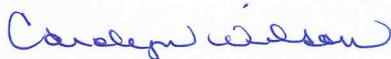
Dear Assistant Secretary Meléndez de Santa Ana,

As Assistant Superintendent of the Cross County School District, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Cross County School District (CCSD) in Cherry Valley, Arkansas and Lincoln Consolidated School District (LCSD) in Lincoln, Arkansas. This grant will help implement TAP™: The System for Teacher and Student Advancement (TAP) in high-need schools in these districts.

The Teacher Incentive Fund Grant and TAP implementation will support our endeavors to become a true learning community where everyone wins. The teachers will improve instructional practices through collaboration and reflection, the students will receive instruction that explicitly targets their needs, and the increase in overall school performance levels will please the staff, parents and community. This opportunity supports our current initiative to make teaching and learning more relevant and engaging for students and prepares them for success in life after high school.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity. I support CCSD and LCSD's partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in their schools.

Sincerely,



Name: Carolyn Wilson

Title: Assistant Superintendent

Date: June 30, 2010

Cross County Elementary
Stephen Prince, Principal
Cherry Valley, AR 72324
870-588-3337 phone
870-588-4606 fax

Cross County High School
David Clark, Principal
21 CR 215
Cherry Valley, AR 72324
870-588-3337 phone
870-588-4606 fax
870-588-3565 fax Dist. Office

Cross County School District
Dr. Matt McClure
21 CR 215
Cherry Valley, AR 72324
870-588-3338 phone
870-588-3565 fax

Cross County School District

Dr. Matt McClure, Superintendent

June 28, 2010

BOARD MEMBERS:

Joan Ball
President

Ricky Harrison
Vice President

Craig T. Walker
Secretary

Dennis Stevenson

Josh Searcy

Richard Imboden

Shane Bell

Dear Assistant Secretary Meléndez de Santa Ana,

As President of the Cross County School District Board of Education, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Cross County School District (CCSD) in Cherry Valley, Arkansas and Lincoln Consolidated School District (LCSD) in Lincoln, Arkansas. This grant will help implement TAP™: The System for Teacher and Student Advancement (TAP) in high-need schools in these districts. I look forward to the positive changes that TAP will bring.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to help ensure the TAP system is implemented with fidelity. I support CCSD and LCSD's partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in their schools.

Sincerely,

Joan Ball

Name:

JOAN BALL

Title:

School Board President

Date:

6/28/10

Cross County Elementary
Stephen Prince, Principal
Cherry Valley, AR 72324
870-588-3337 phone
870-588-4606 fax

Cross County High School
David Clark, Principal
21 CR 215
Cherry Valley, AR 72324
870-588-3337 phone
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870-588-3565 fax Dist. Office

Cross County School District
Dr. Matt McClure
21 CR 215
Cherry Valley, AR 72324
870-588-3338 phone
870-588-3565 fax

Lincoln Consolidated Public School

Member North Central Association Of Colleges and Schools

117 Boyer Street, Suite A

P.O. Box 1127

Lincoln, Arkansas 72744

Frank Holman, Superintendent

479-824-3010

Mary Ann Spears, High School Principal

479-824-3010-Ext. 3012

Michele Price, Middle School Principal

479-824-3010 Ext. 3019

Marsha Hash, Elementary Principal

479-824-3010 Ext. 3014

Clay Hendrix, District Learning Services

479-824-3010 Ext. 3135

June 17, 2010

Dear Assistant Secretary Meléndez de Santa Ana,

As Chair of the Lincoln Consolidated School District Board of Education, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Cross County School District (CCSD) in Cherry Valley, Arkansas and Lincoln Consolidated School District (LCSD) in Lincoln, Arkansas. This grant will help implement TAP™: The System for Teacher and Student Advancement (TAP) in high-need schools in these districts. I look forward to the positive changes that TAP will bring.

The Lincoln Consolidated School Board has made a strong commitment to excellence and the ongoing staff development provided in the TAP model, we believe, is the best way to improve instructional practices and effectiveness. Research shows a very low correlation between the more common professional development activities, that most schools engage in, and improved student performance. The structure of TAP will provide ongoing, continuous training and improvement for our teachers. We are fully supportive of this TIF application and are excited about the possibilities this will provide our district.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to help ensure the TAP system is implemented with fidelity. I support CCSD and LCSD's partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in their schools.

Sincerely,



Name: Jim Ayers

Title: Lincoln Consolidated School Board President

Date: June 17, 2010

Cross County School District

Dr. Matt McClure, Superintendent

June 28, 2010

BOARD MEMBERS:

*Joan Ball
President*

*Ricky Harrison
Vice President*

*Craig T. Walker
Secretary*

Dennis Stevenson

Josh Searcy

Richard Imboden

Shane Bell

Dear Assistant Secretary Meléndez de Santa Ana,

As a principal of Cross County High School in Cross County School District, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Cross County School District (CCSD) in Cherry Valley, Arkansas and Lincoln Consolidated School District (LCSD) in Lincoln, Arkansas. This grant will help implement TAP™: The System for Teacher and Student Advancement (TAP) in high-need schools in these districts. I look forward to the positive changes that TAP will bring to Cross County High School.

The only way to make a lasting difference in student achievement is to make a lasting difference in teacher quality. I am convinced that TAP will be a major factor in improving teacher quality. By providing clear expectations and a solid means of evaluating educators classroom practice will be enhanced. This will ensure that all teachers are good teachers and assist good teachers to become great teachers.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity in Cross County High School. I support CCSD and LCSD's partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in Cross County High School.

Sincerely,



Name: _____

Principal

Title: _____

June 30, 2010

Date: _____

*Cross County Elementary
Stephen Prince, Principal
Cherry Valley, AR 72324
870-588-3337 phone
870-588-4606 fax*

*Cross County High School
David Clark, Principal
21 CR 215
Cherry Valley, AR 72324
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870-588-3565 fax Dist. Office*

*Cross County School District
Dr. Matt McClure
21 CR 215
Cherry Valley, AR 72324
870-588-3338 phone
870-588-3565 fax*

Cross County School District

Dr. Matt McClure, Superintendent

June 28, 2010

BOARD MEMBERS:

*Joan Ball
President*

*Ricky Harrison
Vice President*

*Craig T. Walker
Secretary*

Dennis Stevenson

Josh Searcy

Richard Imboden

Shane Bell

Dear Assistant Secretary Meléndez de Santa Ana,

As a principal of Cross County Elementary School in Cross County School District, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Cross County School District (CCSD) in Cherry Valley, Arkansas and Lincoln Consolidated School District (LCSD) in Lincoln, Arkansas. This grant will help implement TAP™: The System for Teacher and Student Advancement (TAP) in high-need schools in these districts. I look forward to the positive changes that TAP will bring to Cross County Elementary School.

This grant will not only offer more compensation for the teachers at CCSD; it will help increase student motivation and parent support for the cause of educating students for the 21st century. I foresee this grant opportunity being the catalyst to furthering our districts goals in changing the way our students are educated and I believe this grant can help set this change in motion.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity in Cross County Elementary School. I support CCSD and LCSD's partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in Cross County Elementary School.

Sincerely,



Name: Stephen Prince

Title: Elementary Principal

Date: June 30, 2010

*Cross County Elementary
Stephen Prince, Principal
Cherry Valley, AR 72324
870-588-3337 phone
870-588-4606 fax*

*Cross County High School
David Clark, Principal
21 CR 215
Cherry Valley, AR 72324
870-588-3337 phone
870-588-4606 fax
870-588-3565 fax Dist. Office*

*Cross County School District
Dr. Matt McClure
21 CR 215
Cherry Valley, AR 72324
870-588-3338 phone
870-588-3565 fax*

Lincoln Consolidated Public School

Member North Central Association Of Colleges and Schools

117 Boyer Street, Suite A

P.O. Box 1127

Lincoln, Arkansas 72744

Frank Holman, Superintendent

479-824-3010

Mary Ann Spears, High School Principal

479-824-3010-Ext. 3012

Michele Price, Middle School Principal

479-824-3010 Ext. 3019

Marsha Hash, Elementary Principal

479-824-3010 Ext. 3014

Clay Hendrix, District Learning Services

479-824-3010 Ext. 3135

June 17, 2010

Dear Assistant Secretary Meléndez de Santa Ana,

As a principal of Lincoln Elementary School in Lincoln Consolidated School District, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Cross County School District (CCSD) in Cherry Valley, Arkansas and Lincoln Consolidated School District (LCSD) in Lincoln, Arkansas. This grant will help implement TAP™: The System for Teacher and Student Advancement (TAP) in high-need schools in these districts. I look forward to the positive changes that TAP will bring to Lincoln Elementary School.

The ongoing support provided by master and mentor teachers is a key component in teacher growth which has a positive impact on student achievement.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity in Lincoln Elementary School. I support CCSD and LCSD's partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in Lincoln Elementary School.

Sincerely,



Name: Marsha Hash

Title: Lincoln Elementary School Principal

Date: June 17, 2010

Lincoln Consolidated Public School

Member North Central Association Of Colleges and Schools

117 Boyer Street, Suite A

P.O. Box 1127

Lincoln, Arkansas 72744

Frank Holman, Superintendent

479-824-3010

Mary Ann Spears, High School Principal

479-824-3010-Ext. 3012

Michele Price, Middle School Principal

479-824-3010 Ext. 3019

Marsha Hash, Elementary Principal

479-824-3010 Ext. 3014

Clay Hendrix, District Learning Services

479-824-3010 Ext. 3135

June 17, 2010

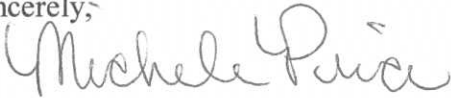
Dear Assistant Secretary Meléndez de Santa Ana,

As a principal of Lincoln Middle School in Lincoln Consolidated School District, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Cross County School District (CCSD) in Cherry Valley, Arkansas and Lincoln Consolidated School District (LCSD) in Lincoln, Arkansas. This grant will help implement TAP™: The System for Teacher and Student Advancement (TAP) in high-need schools in these districts. I look forward to the positive changes that TAP will bring to Lincoln Middle School.

Master and mentor teachers implement research-based strategies focused on student need and help teachers refine teaching skills which increases student achievement. Ongoing job-embedded professional development strengthens academic performance and provides multiple career paths for teachers.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity in LINCOLN MIDDLE SCHOOL. I support CCSD and LCSD's partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in LINCOLN MIDDLE SCHOOL.

Sincerely,



Name: Michele Price

Title: Principal, Lincoln Middle School

Date: June 17, 2010

Lincoln Consolidated Public School

Member North Central Association Of Colleges and Schools

117 Boyer Street, Suite A

P.O. Box 1127

Lincoln, Arkansas 72744

Frank Holman, Superintendent

479-824-3010

Mary Ann Spears, High School Principal

479-824-3010-Ext. 3012

Michele Price, Middle School Principal

479-824-3010 Ext. 3019

Marsha Hash, Elementary Principal

479-824-3010 Ext. 3014

Clay Hendrix, District Learning Services

479-824-3010 Ext. 3135

June 17, 2010

Dear Assistant Secretary Meléndez de Santa Ana,

As a principal of Lincoln High School in Lincoln Consolidated School District, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Cross County School District (CCSD) in Cherry Valley, Arkansas and Lincoln Consolidated School District (LCSD) in Lincoln, Arkansas. This grant will help implement TAP™: The System for Teacher and Student Advancement (TAP) in high-need schools in these districts. I look forward to the positive changes that TAP will bring to Lincoln High School.

This grant will enable our school to pursue additional resources and teaching strategies that will positively impact student achievement and teacher growth. It will allow us to continue to set high standards for our students and faculty. The TIF program will also help us to better recruit and retain highly qualified instructional staff.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity in Lincoln High School. I support CCSD and LCSD's partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in Lincoln High School.

Sincerely,



Name: Mary Ann Spears

Title: Principal

Date: June 17, 2010

Cross County School District

Dr. Matt McClure, Superintendent

June 28, 2010

BOARD MEMBERS:

Joan Ball
President

Ricky Harrison
Vice President

Craig T. Walker
Secretary

Dennis Stevenson

Josh Searcy

Richard Imboden

Shane Bell

Dear Assistant Secretary Meléndez de Santa Ana,

As a teacher in the Cross County Elementary School, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Cross County School District (CCSD) in Cherry Valley, Arkansas and Lincoln Consolidated School District (LCSD) in Lincoln, Arkansas. This grant will help implement TAP™: The System for Teacher and Student Advancement (TAP) in high-need schools in these districts.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity. I support CCSD and LCSD's partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in their schools.

Sincerely,

Name: Mindy Searcy

Title: Elementary School Teacher

Date: June 30, 2010

Cross County Elementary
Stephen Prince, Principal
Cherry Valley, AR 72324
870-588-3337 phone
870-588-4606 fax

Cross County High School
David Clark, Principal
21 CR 215
Cherry Valley, AR 72324
870-588-3337 phone
870-588-4606 fax
870-588-3565 fax Dist. Office

Cross County School District
Dr. Matt McClure
21 CR 215
Cherry Valley, AR 72324
870-588-3338 phone
870-588-3565 fax

Cross County School District

Dr. Matt McClure, Superintendent

June 28, 2010

BOARD MEMBERS:

Joan Ball
President

Ricky Harrison
Vice President

Craig T. Walker
Secretary

Dennis Stevenson

Josh Searcy

Richard Imboden

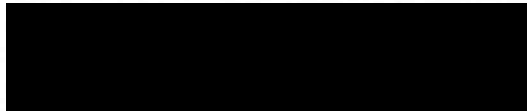
Shane Bell

Dear Assistant Secretary Meléndez de Santa Ana,

As a teacher in the Cross County High School, I am writing to express my strong support of the National Institute for Excellence in Teaching's (NIET) Teacher Incentive Fund grant in partnership with Cross County School District (CCSD) in Cherry Valley, Arkansas and Lincoln Consolidated School District (LCSD) in Lincoln, Arkansas. This grant will help implement TAP™: The System for Teacher and Student Advancement (TAP) in high-need schools in these districts.

I support the goals and project activities proposed in this Teacher Incentive Fund grant proposal and confirm my commitment to implementing the TAP system with fidelity. I support CCSD and LCSD's partnership with NIET in order to expand TAP and thereby implement a system that provides differentiated compensation to teachers and principals that will lead to increased educator effectiveness and student achievement in their schools.

Sincerely,



Name: Melissa Moore

Title: High School Teacher

Date: June 30, 2010

Cross County Elementary
Stephen Prince, Principal
Cherry Valley, AR 72324
870-588-3337 phone
870-588-4606 fax

Cross County High School
David Clark, Principal
21 CR 215
Cherry Valley, AR 72324
870-588-3337 phone
870-588-4606 fax
870-588-3565 fax Dist. Office

Cross County School District
Dr. Matt McClure
21 CR 215
Cherry Valley, AR 72324
870-588-3338 phone
870-588-3565 fax

The
WALTON FAMILY
FOUNDATION

P.O. Box 2030 | Bentonville | AR 72712-2030

July 1, 2010

Dr. Thelma Meléndez de Santa Ana
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Assistant Secretary,

I would like to express my support of the partnership between the National Institute for Excellence in Teaching (NIET), Lincoln School District, and Cross County School District the submission of a Teacher Incentive Fund (TIF) proposal. The focus of this TIF proposal is the implementation of TAP™: The System for Teacher and Student Advancement (TAP) to improve the educator workforce and student achievement. As a leading funder and supporter of innovative school reform efforts in the State of Arkansas and across the nation, we support the effort of these school leaders in changing the structure of compensation for effective teachers and principals.

To further recognize this statewide commitment to improving the effectiveness of its educators and to magnify the impact of their own efforts, these Partnership districts propose to create and host the Rural Symposium to Promote Performance Based Compensation Systems for Teachers and Principals. This symposium will be held in the third year of the TIF grant and will bring together rural educators and organizations from across the state. The groups will include NIET, the Arkansas Public School Resource Center, the Center for Effective Leadership, and other Foundations and educational leaders. The Walton Family Foundation expects to play a meaningful role in promoting the symposium to other appropriate partners and researchers. The symposium will offer NIET, Lincoln and Cross County the opportunity to share what they have learned through the TIF project, and will position the two districts as state policy and thought leaders on the topic of performance pay in rural environments.

The underlying premise of this TIF proposal is the development and sustainability of the TAP system across these districts and in a manner that can influence the professional community at-large. Again, I would like to offer my support and interest in the proposal.

Sincerely,



Kathy Smith
Senior Program Officer
Arkansas Education Reform Initiative

Project Narrative

Other Attachments

Attachment 1:

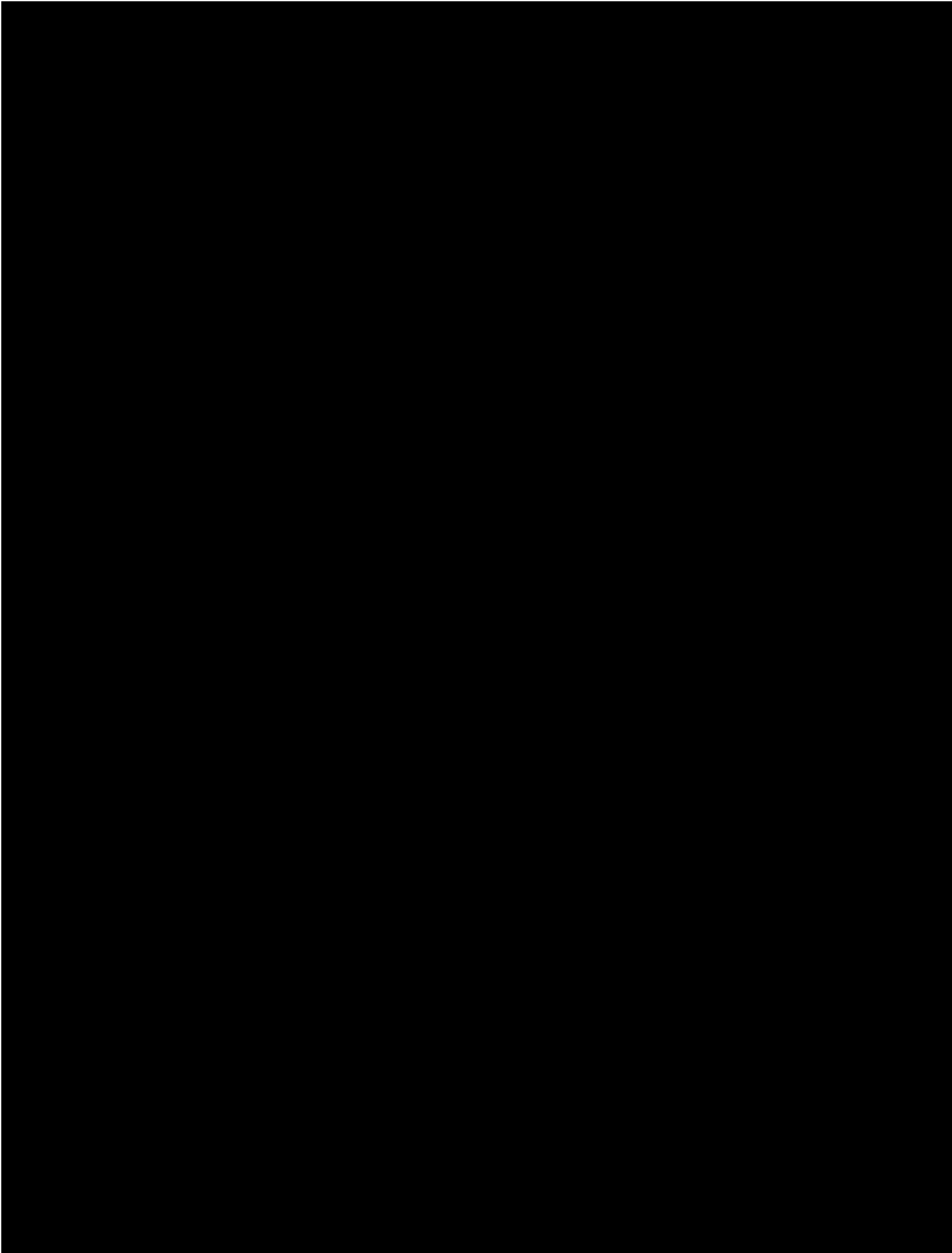
Title: **Other Attachments** Pages: **34** Uploaded File: \\Tap1\public\sshoff\Grants\TIF\2010 Competition\Final Documents\Other Attachment.pdf

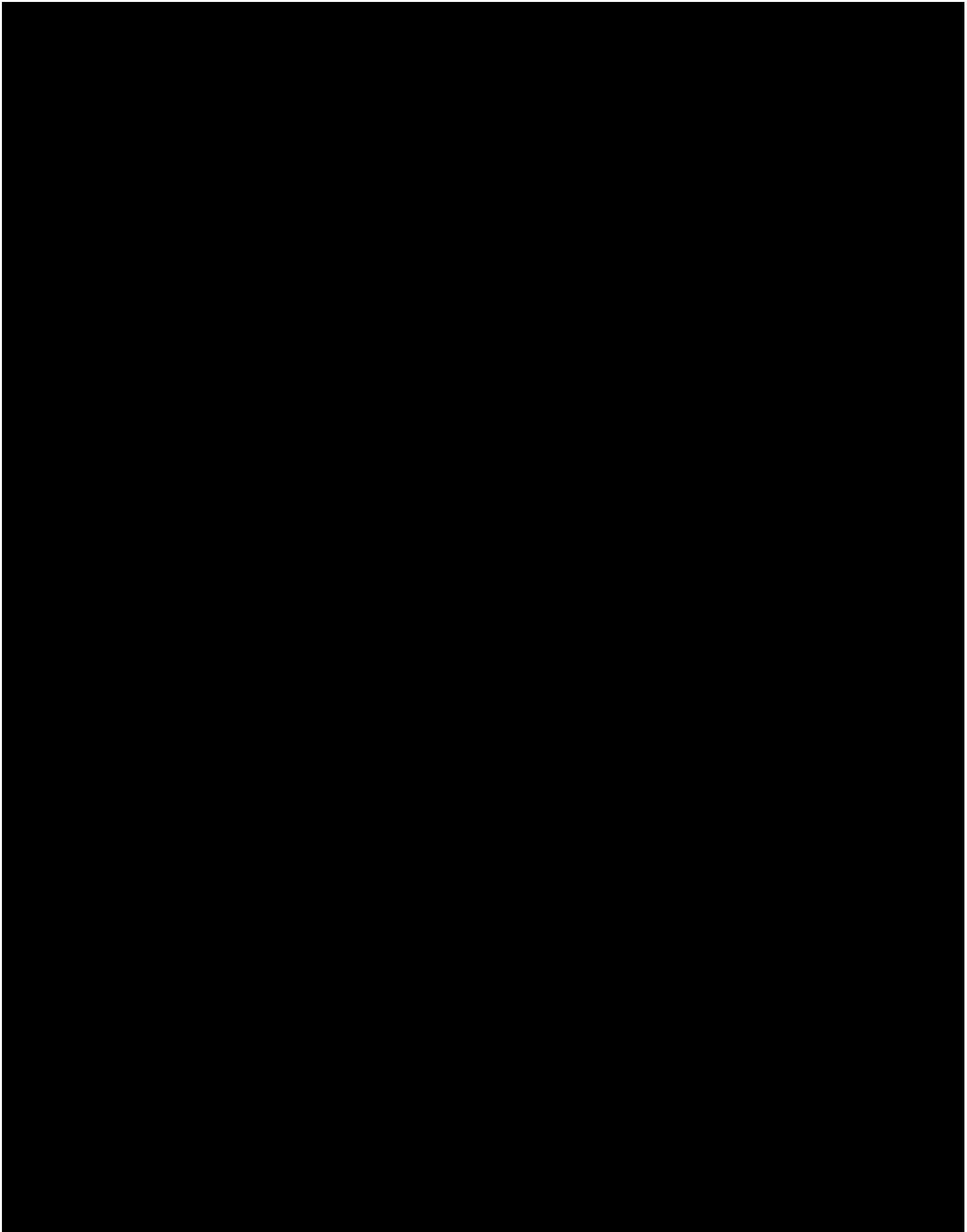
Cross County School District Student Achievement and Comparison School Achievement

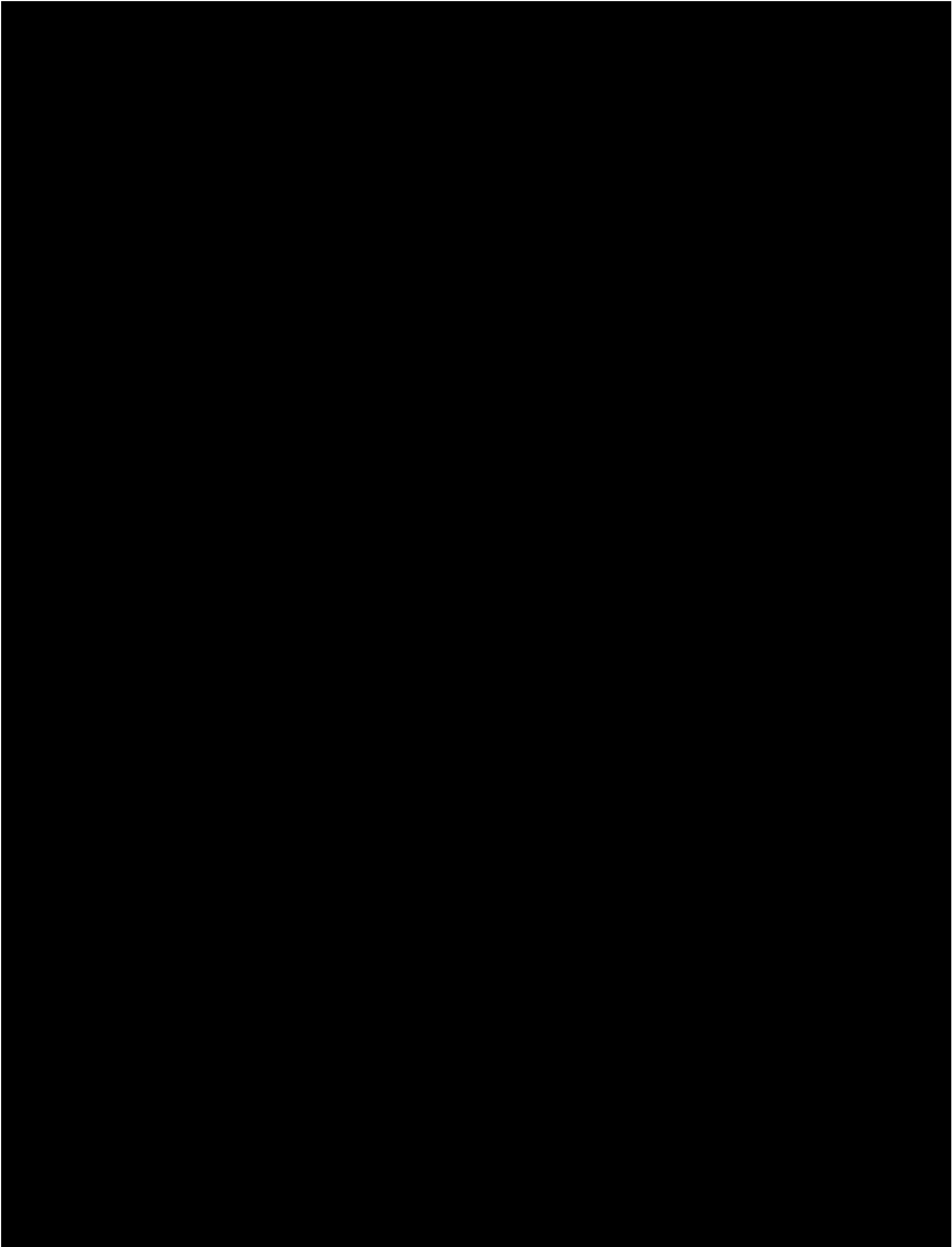
| CCSD School | Grade | Test | % Below proficient - all students | % Below proficient - FRL students | % Below proficient - White students | Comparison School | Grade | Test | % Below proficient - all students | % Below proficient - FRL students | % Below proficient - White students |
|------------------------------------|--------------|------------------|--|--|--|------------------------------|--------------|------------------|--|--|--|
| Cross County Elem- entary | 3 | ELA | 7 | 7 | 8 | Caddo Hills Elementary | 3 | ELA | 11.1 | 12.5 | 10 |
| | 3 | Math | 0 | 0 | 0 | | 3 | Math | 0 | 0 | 0 |
| Cross County Middle | 4 | ELA | 5 | 5 | 6 | | 4 | ELA | 7.5 | 11.5 | 8.6 |
| | 4 | Math | 7 | 8 | 6 | | 4 | Math | 7.5 | 11.5 | 5.7 |
| | 5 | ELA | 11 | 11 | 12 | | 5 | ELA | 1.8 | 0 | 2.1 |
| | 5 | Math | 14 | 14 | 15 | | 5 | Math | 12.5 | 0 | 2.1 |
| | 6 | ELA | 12 | 12 | 13 | | 6 | ELA | 2.7 | 3.6 | 3 |
| | 6 | Math | 21 | 21 | 21 | | 6 | Math | 2.7 | 3.6 | 3 |
| Cross County High | 7 | ELA | 17 | 17 | 16 | Caddo Hills High | 7 | ELA | 2.5 | 3 | 3.2 |
| | 7 | Math | 24 | 24 | 22 | | 7 | Math | 7.5 | 6.1 | 3.2 |
| | 8 | ELA | 12 | 12 | 13 | | 8 | ELA | 0 | 0 | 0 |
| | 8 | Math | 27 | 27 | 26 | | 8 | Math | 8.8 | 5.6 | 9.7 |
| | 11 | ELA | 2 | 2 | 3 | | 11 | ELA | 0 | 0 | 0 |
| | | EOC Algebra 1 | 18 | 18 | 13 | | | EOC Algebra 1 | 2.8 | 3.4 | 3.1 |
| | | EOC Geometry | 2 | 2 | 0 | | | EOC Geometry | 2.9 | 3.6 | 3.6 |

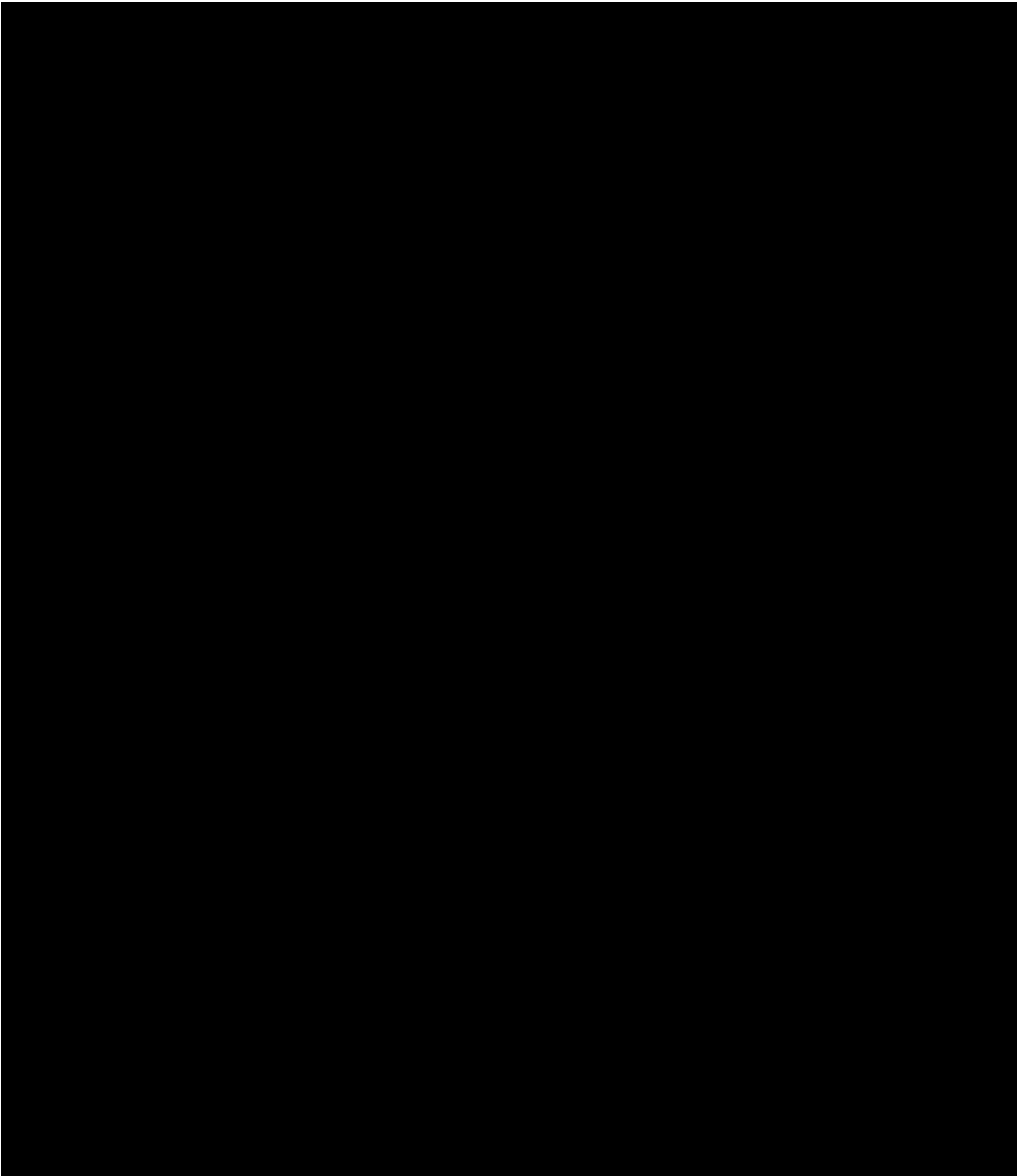
Lincoln Consolidated School District Student Achievement and Comparison School Achievement

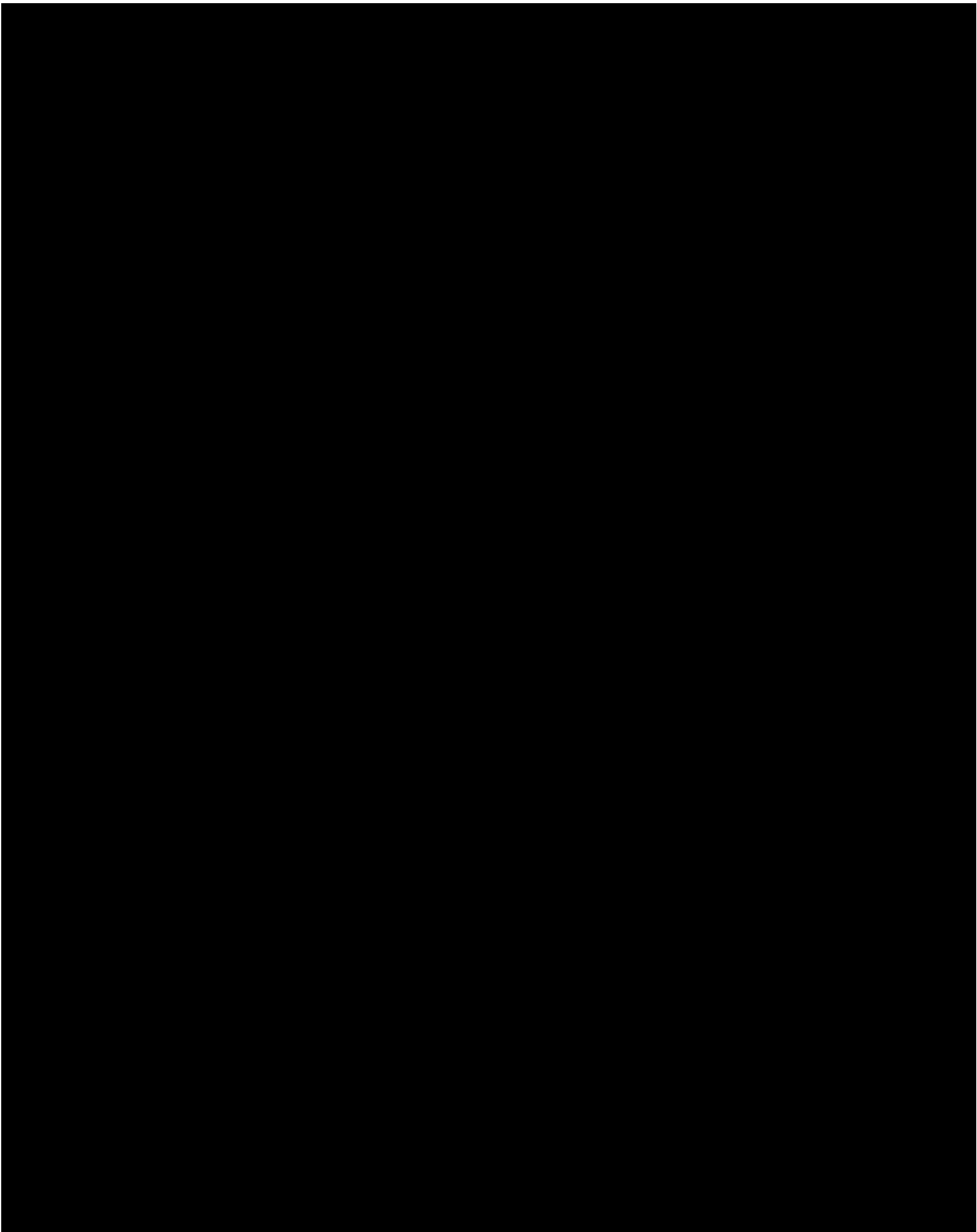
| LSD School | Grade | Test | % Below proficient - all students | % Below proficient - FRL students | % Below proficient - White students | Comparison School | Grade | Test | % Below proficient - all students | % Below proficient - FRL students | % Below proficient - White students |
|--------------------|--------------|---------------|--|--|--|--------------------------|--------------|---------------|--|--|--|
| Lincoln Elementary | 3 | ELA | 16 | 21 | 15 | Harrisburg Elementary | 3 | ELA | 12.3 | 15.9 | 11.8 |
| | 3 | Math | 2 | 3 | 3 | | 3 | Math | 2.5 | 3.2 | 2.6 |
| | 4 | ELA | 7 | 9 | 6 | | 4 | ELA | 3.5 | 4.2 | 3.7 |
| | 4 | Math | 5 | 5 | 5 | | 4 | Math | 7.1 | 8.3 | 7.3 |
| | 5 | ELA | 14 | 18 | 16 | Harrisburg Middle | 5 | ELA | 1.1 | 1.4 | 1.2 |
| | 5 | Math | 16 | 21 | 16 | | 5 | Math | 17 | 17.8 | 16.5 |
| Lincoln Middle | 6 | ELA | 7 | 8 | 7 | | 6 | ELA | 2.6 | 1.7 | 2.6 |
| | 6 | Math | 8 | 10 | 8 | | 6 | Math | 7.7 | 8.3 | 7.9 |
| | 7 | ELA | 4 | 5 | 4 | | 7 | ELA | 3.8 | 3.7 | 4.2 |
| | 7 | Math | 16 | 15 | 15 | | 7 | Math | 19.2 | 25.9 | 19.4 |
| | 8 | ELA | 8 | 10 | 9 | | 8 | ELA | 4.9 | 6.5 | 4.9 |
| | 8 | Math | 22 | 29 | 26 | | 8 | Math | 25.9 | 30.6 | 25.9 |
| | | EOC Algebra 1 | 0 | * | 0 | | | EOC Algebra 1 | NA | NA | NA |
| | | EOC Algebra 1 | 17 | 21 | 18 | Harrisburg High | | EOC Algebra 1 | 1.2 | 1.8 | 1.3 |
| Lincoln High | | EOC Geometry | 2 | 2 | 1 | | | EOC Geometry | 0 | 0 | 0 |
| | 11 | ELA | 16 | 17 | 18 | | 11 | ELA | 4.7 | 6.5 | 4.8 |
| | | | | | | | | | | | |











TAP Skills, Knowledge and Responsibilities Performance Standards

Performance Standards Overview

| Instruction | Designing and Planning Instruction |
|---|---|
| Standards and Objectives Motivating Students Presenting Instructional Content Lesson Structure and Pacing Learning Activities and Materials | Instructional Plans Student Work Assessments |
| Questioning Academic Feedback Grouping Students Teacher Content Knowledge Teacher Knowledge of Students Thinking Problem Solving | Responsibilities¹ Staff Development Instructional Supervision Mentoring Community Involvement School Responsibilities Growing and Developing Professionally Reflecting on Teaching |
| Learning Environment | |
| Expectations Managing Student Behavior Environment Respectful Culture | |

¹ The “Responsibilities” standards are not evaluated during classroom observations.

Sample from the TAP Leadership Team Observation Rubric

Leadership Team Planning Indicator from the Leadership Team Planning Rubric

| | 5 | 3 | 1 |
|---------------------------------|--|--|--|
| Leadership Team Planning | <ul style="list-style-type: none"> ▪ Quantifiable outcome(s) directly connected to the follow-up from the previous meeting to clearly demonstrate the progress of the leadership team ▪ Highly specific and action-oriented outcome to focus the leadership team on an objective(s) ▪ Follow-up is clearly linked to the meeting's outcome and specific leadership team members have assignments to be completed prior to the next meeting. ▪ A focused, concise agenda to provide opportunities for in-depth analysis | <ul style="list-style-type: none"> ▪ Quantifiable outcome(s) connected to the follow-up from the previous meeting to demonstrate the progress of the leadership team ▪ Specific and action-oriented outcome (s) to focus the leadership team on an objective(s) ▪ Follow-up is linked to the meeting's outcome and leadership team members have assignments to be completed prior to the next meeting. ▪ A focused, concise agenda to provide opportunities for analysis | <ul style="list-style-type: none"> ▪ Outcome(s) from the previous meeting to demonstrate the progress of the leadership team ▪ Specific outcome (s) to focus the leadership team on an objective(s) ▪ Follow-up is linked to the meeting's outcome and leadership team members have assignments to be completed prior to the next meeting. ▪ An agenda to provide opportunities for analysis |

TAP Training Portal

The TAP Training Portal provides a web-based, state-of-the-art delivery vehicle of interactive, individual TAP trainings and support. The portal is designed to provide tiered access to users (based on position) and will contain the most updated training for TAP leaders to download, review and deliver to their target audience in order to improve instruction. State/district directors and their teams will be granted access with the ability to create users at the building level (administrators, master teachers and mentor teachers) who then will be able to create individual accounts for the career teachers. These trainings would include the presentation and relevant video segments for initial TAP implementation (TAP core trainings) along with other secondary trainings currently being designed to enhance and deepen understanding of the more complex components of the system for each participant in TAP. Most importantly, real-time access to information linked to TAP models of instructional growth will be available to all schools implementing the TAP system.

All teachers in TAP schools will have individual access to the training and support modules. The portal will be the first direct access that career teacher will have to TAP training. In the past, training was relayed by local or national TAP trainers. The modules for the career teacher training will center on the indicators of the TAP Rubric and provide a combination of integrated video and text in which the user interacts with the module by making selections, answering questions, etc to facilitate a unique, on-line training experience. Often, career teachers must wait until the master and mentor teachers in their buildings are available to receive in-depth training on a specific aspect of the rubric; with the TAP Training Portal, a teacher will be able to receive training at their own convenience. In addition to accessing the same rubric trainings as the career teachers, master teachers and mentor teachers will also have access to role specific trainings. Administrators also have specific training modules centering on leadership team meetings and their role in the other aspects of TAP implementation.

Additional key TAP materials such as the TAP Implementation Manual, TAP Evaluation and Compensation (TEC) Guide and the TAP System Handbook will also be on-line and accessible via the portal in a newly revised, dynamic format. These documents can be viewed by the TAP leaders in states or districts or by those implementing at the school level. The portal provides a streamlined approach for delivering the most up-to-date TAP materials along with continuously enhanced training modules appropriate for those implementing the TAP system at every level.

The following page is a mockup of the TAP Training Portal homepage.

TAP™ System Training Portal

Advancing your career, education, and students.

And we're supporting your advancement with 24/7 access to a wealth of instructional resources that have immediate and practical value. Within the TAP Training Portal, discover the tools you need to advance your school, your career and your students' education. From teaching strategies to rubric training, everything you need to be a TAP success is just a click away.

SUBSCRIBE TO TAP™ NOW ▶

TAP DOCUMENTS ▶

Strategies Library



Advance your skills with the TAP Strategies Library, a collection of over 120 instructional aids designed to improve specific student-centered or teacher-centered skills.

We know you're busy, so we've made it easy to access the strategies most applicable to you. Browse student-centered strategies by subject area; browse teacher-centered strategies by rubric indicator; or search all strategies by key words such as grade level. To get started, choose a category below. Or, enter your specific interests into the search field at the top of the page.

TEACHER STRATEGIES ▶

STUDENT STRATEGIES ▶

GARY E. STARK
National Institute for Excellence in Teaching
President and CEO

SUMMARY

As president and chief executive officer, Dr. Gary Stark is responsible for the management, operations and performance of the National Institute for Excellence in Teaching (NIET). He works closely with NIET senior staff to oversee activities related to the implementation and advancement of the TAP system across the country.

Prior to his position with the National Institute for Excellence in Teaching (NIET), Dr. Stark has been actively involved in the education profession and education reform. During his career, he has held positions as an assistant professor/policy analyst, special assistant to the assistant secretary of education, state-level executive director, school administrator, and most importantly, a classroom teacher.

Prior to his appointment as the special assistant to the assistant secretary of education in April of 2004, he served as the executive director of the Arkansas Teacher Advancement Program, an initiative of the Milken Family Foundation in partnership with the University of Arkansas, where he lead the implementation of a teacher quality whole-school reform model. In 2000, Dr. Stark served as the president of the Arkansas Middle Level Administrators Association. In 2001, he was recognized with the Milken National Educator Award, while serving as the middle school principal at Helen Tyson Middle School in Springdale, Arkansas. In addition to the above experiences, he has consulted with various schools around the nation in the areas of master and mentor teacher development, professional development models and structures, instructional performance standards, and performance pay models.

EDUCATION

Ed.D., Educational Administration, University of Arkansas, Fayetteville, Arkansas, 2006
Ed.S., School Administration, University of Central Arkansas, Conway, Arkansas, 1996
MSE, Secondary School Administration, University of Central Arkansas, Conway, Arkansas, 1994
BSE, Special Education University of Central Arkansas, Conway, Arkansas, 1990

EMPLOYMENT HISTORY

| | |
|---------------|--|
| 2010- present | National Institute for Excellence in Teaching, Fayetteville, AR, President and CEO |
| 2005-2010 | National Institute for Excellence in Teaching, Fayetteville, AR, Vice President, Program Development |
| 2005-2006 | Teacher Advancement Program Foundation, Fayetteville, AR, Vice President, Program Development |
| 2005 | Milken Family Foundation, Fayetteville, AR, Vice President, Program Development |
| 2004-2005 | University of Arkansas, AR, Visiting Assistant Professor/ Ed. Policy Analyst |

| | |
|-------------|--|
| 2004-2004 | U.S. Department of Education, Special Assistant to the Assistant Secretary |
| 2001-2004 | Arkansas Teacher Advancement Program, AR, Executive Director |
| 1997-2001 | Springdale School District, Helen Tyson Middle School, AR, Principal |
| 1995-1997 | Waldron School District, AR, Waldron Middle School, Principal |
| 1995-1997 | Waldron School District, AR, Waldron High School, Assistant Principal, |
| 1993 – 1995 | North Little Rock School District, AR, Special Education Teacher |
| 1993-1993 | Metropolitan Public Schools, Nashville, TN, Special Education Teacher |
| 1988-1993 | U.S. Coast Guard , Military Instructor/Marine Safety Officer |

RELEVANT EXPERIENCE

Performance-Based Compensation: Knowledge and Development

- Dr. Gary Stark presents nationally at conferences and trainings. In addition, he routinely interacts with teachers and principals around the country on site-level school reform issues. Dr. Gary Stark also testifies before legislative committees, school boards, and other non-profit foundation boards regarding teacher quality, accountability, and performance compensation. He has also served on review committees and monitoring teams from the U.S. Department of Education and State Education Agencies.

- Dr. Gary Stark serves as a senior staff member of the National Institute for Excellence in Teaching. He provides guidance and expertise in the area of program development for the Teacher Advancement Program (TAP). He also provides on-site technical assistance that includes implementation planning for performance compensation, teacher evaluator training, and applied professional development structures. In addition he conducts training for school and district level leadership teams and assists them in conducting needs assessments and/or developing budgets that support performance compensation models or school re-structuring models.

Management

- As a school principal, Dr. Stark led a large school of approximately 100 faculty and staff in a very progressive and accomplished school district. He had a wide range of responsibilities and commitments within the district and community, which included hiring, training, and evaluation of staff, as well as being the primary leader of the building level instructional plan. During Dr. Stark's five years as principal his school was recognized for improved student achievement scores as a result of a systematic focus on student data with strong accountability measures for instructional planning and delivery. During his tenure, his school was recognized as the school of the year and outstanding middle level program. Dr. Stark was recognized with a national educator award in 2001.

PUBLICATIONS and PRESENTATIONS

Milken National Education Conference, Role of Education Sector in Enhancing Teacher Quality, May 2006, Washington DC.

Center for Teacher Quality, Teacher Compensation, May 3, 2006

Education Commission of the States, Forum on Teacher Compensation Redesign, Wilmington, DE, April 29, 2006,

National Teacher Advancement Program Conference, Hilton Head, SC, November 2005.

Great Schools Partnership Education Summit, Knoxville, TN, November 2005.

Texas Public Policy Foundation, Primer on Teacher Compensation, Austin, TX, 2005.

University of Wyoming Law School, Teacher Quality and School Reform, Laramie, WY, June 2005

Testimony to the Texas Legislature: Performance Compensation, House Education Committee May 2005, Austin TX

Governor's Education Reform Summit 2004, Accountability Legislation, Jackson, MS

Milken National Education Conference 2003, Los Angeles, CA

Regional Summit On Teacher Quality 2003, Austin, TX

Grant Presentation to the Assistant Secretary of Education, Sponsored by Congressman John Boozman, Jan 2003, Washington DC.

Stark, Gary, Solmon, Lewis C. (November 18, 2002). "More Pay or Better Teachers?" *Arkansas Business*, Commentary.

National TAP Conference, 2002 Phoenix, AZ

National Conference on Teacher Compensation and Evaluation, for Policy Research in Education 2002, Chicago, IL

ADE Smart Step Presenter, Standards-based Classroom w/ADE Director Simon, 2002

BOARD MEMBER AND POSITIONS

White House political appointment as Special Assistant to the Assistant Secretary of Education 2004

Arkansas Association of Middle Level Administrators, President, 2000

Arkansas Association of Educational Administrators, Board of Directors, 2000

RECOGNITIONS and AWARDS

National Milken Educator Award Recipient 2001

2000 Middle School of the Year, “Shannon Wright Award”

Tamara W. Schiff, Ph.D.



EDUCATION

- 1993, Ph.D. University of California, Los Angeles, Graduate School of Education
Specialization: Higher Education
- 1988, M.A. University of California, Los Angeles, Graduate School of Education
Specialization: Higher Education
- 1985, B.A. University of California, Los Angeles, Psychology

PROFESSIONAL EXPERIENCE

Senior Vice President, National Institute for Excellence in Teaching (NIET), Santa Monica California, January 2006-present.

Vice President, Administration, National Institute for Excellence in Teaching (NIET) (Formerly the TAP Foundation), May 2005-December 2005.

Vice President, Education and Associate Director, Teacher Advancement Program (TAP), Milken Family Foundation, Santa Monica California, January 2004-May 2005

Vice President and Survey Director, Milken Family Foundation, Santa Monica, California, January 2003-December 2004.

Senior Research Associate, Education Specialist, Milken Family Foundation, Santa Monica, California, January 2000-December 2002.

Research Associate, Education Specialist, Milken Family Foundation, Santa Monica, California, October 1997-December 1999.

Research Associate, Education Specialist, Milken Institute, Santa Monica, California, February 1993-October 1997.

Research Analyst, Higher Education Research Institute (HERI), University of California, Los Angeles, January 1990-January 1993.

Research Assistant, Dean's Office, Dean Lewis C. Solmon, University of California, Los Angeles, Graduate School of Education, April 1988-August 1989.

TEACHING EXPERIENCE

Lecturer, Co-Taught "Economic Analysis of Educational Policy and Planning" with Dr. Lewis C. Solmon, University of California, Graduate School of Education and Information Studies, Spring 1997.

Teaching Associate, University of California, Los Angeles, Graduate School of Education, Fall 1989. Undergraduate Course: "Social Psychology of Higher Education."

PUBLICATIONS

- Astin, A.W., Treviño, J.G., and Wingard, T.L. *The UCLA Campus Climate for Diversity*. Los Angeles: Higher Education Research Institute, UCLA, 1991.
- Milken Institute for Job & Capital Formation. *The Challenge from Within*. MIJCF: Santa Monica, CA, 1993. (Principal author)
- National Association of Secondary School Principals. *Priorities and Barriers in High School Leadership: A Survey of Principals*. NASSP: Reston, VA, 2001. (Principal author)
- Schacter, J., Thum, Y.M., Reifsneider, D., and Schiff, T.W. *TAP Preliminary Results Report: Year Three Results from Arizona and Year One Results from South Carolina*. Santa Monica, Milken Family Foundation, 2004.
- Schacter, J., Schiff, T., Thum, Y.M., Fagnano, C., Bendotti, M., Solmon, L., Firetag, K., & Milken, L. *The Impact of the Teacher Advancement Program*. Santa Monica, Milken Family Foundation, 2002.
- Schiff, T.W. *Political Identification and Political Attitudes of American College Students*. Unpublished doctoral dissertation, University of California, Los Angeles, 1993.
- Schiff, T.W. "Principals' Readiness for Reform: A Comprehensive Approach", *Principal Leadership*, vol.2, no.5, January 2002.
- Schiff, T.W. and Solmon, L.C. *California Digital High School Process Evaluation: Year One Report*. Milken Family Foundation: Santa Monica, CA, May 1999.
- Schiff, T.W. and Solmon, L.C. (Eds). *School technology policy: A discussion*. Milken Family Foundation: Santa Monica, CA, 1998.
- Solmon, L.C., and Schiff, T. W. (Eds). *Talented Teachers: The Essential Force for Improving Student Achievement*. Greenwich, CT: Information Age Publishing, Inc. 2003.
- Solmon, L.C., Agam, K.F., and Schiff, T.W. (Eds). *Improving Student Achievement: Reforms that Work*. Greenwich, CT: Information Age Publishing, Inc. 2004
- Solmon, L.C., and Schiff, T.W. National service: Is it worth government support? *Change*, September/October, 1993. Also published in *Jobs & Capital*, Volume III. Milken Institute for Job & Capital Formation: Santa Monica, winter 1994.
- Solmon, L.C., Solmon, M. and Schiff, T.W. The changing demographics: problems and opportunities. In W.A. Smith, P.G. Altbach, and K. Lomotey (Eds.) *The racial crisis in American higher education: Revised edition*. SUNY press: New York, 2002.
- Solmon, L.C., and Wingard, T.L. The changing demographics: problems and opportunities. In P. Altbach and K. Lomotey (Eds.) *The racial crisis in American higher education*. SUNY Press: New York, 1991.
- Wingard, T.L., Treviño, J.G., Dey, E.L., and Korn, W.S. *The American College Student, 1989: National Norms for 1985 and 1987 Freshmen*. Los Angeles: Higher Education Research Institute, UCLA, 1991.
- Wingard, T.L., et. al. *The American College Student 1990: National Norms for 1986 and 1988 Freshmen*. Los Angeles: Higher Education Research Institute, UCLA, 1991.

PRESENTATIONS

TAP: The System for Teacher and Student Advancement. Presentation at the 2009 Teacher Advancement Program and National Educator Awards Conferences. Los Angeles, CA. April 2009.

PACE/Full Circle Fund Alternative Compensation Conference. TAP: The System for Teacher and Student Advancement. Oakland, CA. March 2009. Los Angeles, CA. March 2009.

Teacher Advancement Program. Presentation at the 2008 Teacher Advancement Program and National Educator Awards Conferences. Los Angeles, CA. March 2008.

Teacher Advancement Program. Presentation at the 2007 National Educator Awards Conference. Washington, D.C. March 2007.

Teacher Advancement Program. Presentation at the 2006 National Educator Awards Conference. Washington, D.C. May 2006.

Sustaining TAP Funding. Presentation at the 6th Annual Teacher Advancement Program Conference. Hilton Head, South Carolina. November 2005.

The Teacher Advancement Program. Presentation at the 2005 National Educator Awards Conference. Washington, D.C. April 2005

The Attitudes of TAP Teachers: Change Can be Tough. Presentation at the 5th Annual Teacher Advancement Program Conference. Vail, Colorado. November 2004.

The Teacher Evaluation System and PAMS. Presentation at the 5th Annual Teacher Advancement Program Conference. Vail, Colorado. November 2004.

Improving Student Achievement by Improving Teacher Quality. Presentation at the Mississippi Governor's Education Summit. Jackson, Mississippi. October 2004.

TAP Links to Higher Education and Recruitment Efforts. Presentation at the 4th Annual Teacher Advancement Program Conference. Charleston, South Carolina. November 2003

The Teacher Advancement Program: Attitudes of the Teachers. Presentation at the 3rd Annual Teacher Advancement Program Conference. Phoenix, Arizona. November 2002.

High School Principals: Facts and Trends. Presentation at the National Association of Secondary School Principals' (NASSP) National Convention. Atlanta, Georgia. March 2002.

What High School Principals Say About Themselves, Their Jobs, Teachers, and Their Schools. Presentation at the Association for Supervision and Curriculum Development's (ASCD) National Convention. San Antonio, Texas. March 2002.

The Teacher Advancement Program. Presentation at the Milken Family Foundation Alabama State Conference. Montgomery, Alabama. November 2000.

Multiple Career Paths and More. Presentation at the Milken Family Foundation National State Partners Conference. Phoenix, Arizona. November 2000.

Multiple Career Paths: The First Principle of TAP. Presentation at the Milken Family Foundation 2000 National Education Conference. Los Angeles, California. June 2000.

California Digital High School: Progress to Date. Presentation at the Milken Family Foundation California Education Conference. Santa Monica, California. November 1998.

California Digital High School Process Evaluation: Preliminary Findings. Presentation at the “School’s In Symposium” sponsored by the California Department of Education, Sacramento, California, August 1998 with Lewis C. Solmon.

Altruism versus Careerism: The Motivation Behind Community Service. Presentation at the meeting of the American Educational Research Association, San Diego, California, April 1998 with Linda J. Sax.

Potential of Technology in the Classroom: Results of a Survey of the 50 States. Presentation at the MacArthur Study Workshop, Cost-Effectiveness Networking Technologies for School and School/Home K-12 Networking. Washington, D.C., July 1995.

Students’ Political Identification and Attitudes on Political Issues: The Influence of Peers and Faculty. Paper presented at the meeting of the American Educational Research Association, Atlanta, Georgia, April 1993.

Promoting Academic Achievement among Students with Low College Admissions Test Scores. Paper presented at the First National Conference on Research in Developmental Education, Charlotte, North Carolina, November 1992 with Eric L. Dey.

EDUCATIONAL LEADERSHIP

2004-present Member, Board of Trustees, Milken Community High School, Los Angeles, CA

2005-present Member, Board of Directors, High-TechLA, an independent charter school, Los Angeles, CA

KRISTAN VAN HOOK
National Institute for Excellence in Teaching
Vice President, Public Policy and Development

SUMMARY

As vice president for public policy and development at the National Institute for Excellence in Teaching, Kristan Van Hook develops and implements strategies to build support of the Foundation's education initiatives, including the Teacher Advancement Program (TAP). She has over 15 years of experience in government and public policy, serving in senior staff positions at the U.S. House of Representatives Energy and Commerce Committee and as director of congressional affairs at the U.S. Commerce Department's National Telecommunications and Information Administration where she worked on administration initiatives in the area of education technology. In 1997, Ms. Van Hook started a successful public policy firm, representing corporate and nonprofit clients in the fields of communications and education, and served as executive director for the Partnership for 21st Century Skills, a coalition of business, community and education organizations. In 2004 she joined the TAP team, and plays a leading role in policy development around teacher effectiveness. Kristan graduated from Dartmouth College and the Kennedy School of Government at Harvard University.

EDUCATION

M.A., Public Policy, Harvard University, John F. Kennedy School of Government, Cambridge, Massachusetts, 1990, Teaching Assistant in Economics; Awarded Kennedy School Fellowship
B.A., History, Dartmouth College, Hanover, New Hampshire, 1986, Cum Laude

EMPLOYMENT HISTORY

| | |
|--------------|---|
| 2004-present | National Institute for Excellence in Teaching, Washington, DC, Vice President, Public Policy and Development |
| 2005-2006 | Teacher Advancement Program Foundation, Washington, DC, Vice President, Public Policy |
| 2004-2005 | Teacher Advancement Program, Washington, DC, Vice President, Public Policy |
| 2002-2003 | Infotech Strategies, Washington, DC, Principal |
| 1997-2002 | Mindbeam/Simon Strategies, Washington, DC, President |
| 1996-1997 | U.S. Commerce Department, National Telecommunications and Information Administration, Director, Office of Congressional Affairs |
| 1993-1996 | U.S. House of Representatives, Subcommittee on Telecommunications and Finance, Policy Analyst |
| 1990-1992 | U.S. House of Representatives, Congressional Aide |

RELEVANT EXPERIENCE

Public Policy Advocate for Teacher Effectiveness Reforms

- Ms. Van Hook serves as the Vice President of Public Policy and Development and develops and advocates policy initiatives in the area of teacher effectiveness. Her position at NIET is to be a thought leader and expert resource in the area of teacher effectiveness to maximize NIET's role in education policy by building relationships with key federal and state policymakers, other education organizations, business leaders and opinion makers. Ms. Van Hook develops and executes public policy strategies to build awareness and support for the NIET's programs, including the Teacher Advancement Program (TAP), and provides information and strategic advice to the NIET leadership staff regarding developments in education policy at the federal and state level.
- Ms. Van Hook provides information and analysis to NIET colleagues about the development of education initiatives, and works with other NIET staff to create reports, white papers and guides regarding teacher effectiveness and education policy reforms. Ms. Van Hook has developed strong communications and coordination strategies to support TAP in its expansion and visibility.
- Ms. Van Hook works to secure funding for TAP in new and expanding states. She identifies and pursues opportunities within federal and state policy circles to promote TAP and its concepts, in an effort to effectively incorporate support for the program into state, district and school plans and budgets.

Public Relations and Business Consulting: Education and Health Information and Communications Technology

- Ms. Van Hook represented the nation's third largest Internet service provider in the areas of telecommunications policy, spam, new wireless applications, and consumer initiatives with an emphasis on education and health technology. At Infotech Strategies, she provided strategic advice on developments in broadband applications and services for an international equipment and content company. Her work included advising a leading national equipment provider on wireless spectrum developments and regulations, education policies and programs, and digital rights management; advising an educational foundation on its annual conference and on ways to develop greater national support and visibility for its teacher quality program; as well as working with national coalition of educators to retain access to education spectrum and to update rules to support its use for broadband services.
- Ms. Van Hook served as the Executive Director of the Partnership for 21st Century Skills, a business-education coalition working to promote 21st century skills in K-12 education.

Public Policy Consulting: Telecommunications, Technology and Information

- Ms. Van Hook built a highly successful consulting firm providing policy consulting and advice, representation, public affairs guidance and business development assistance. Working with clients in the telecommunications, technology and information industries, she co-directed the openNET coalition. This organization, which represents 1000

Internet companies including Internet service providers, media companies, and telecommunications firms whose goals are to gain access to cable high speed networks.

- Ms. Van Hook worked with a number of companies and organizations, including assisting an innovative wireless company in obtaining authorization for operation of its new wireless communications technology as well as in securing investments and publicity; advising the CEO of a major Japanese electronics and media company on strategic planning related to the Internet and new media development; representing a national education group and coalition of educators to preserve radio spectrum licenses across the country for educational purposes; and providing strategic advice to an international electronics manufacturer in implementing federal requirements for access for the disabled to telecommunications equipment. She also worked with a major telecommunications and Internet equipment supplier and an educational software company to provide business community support for the E Rate program.
- Ms. Van Hook's public speaking experience includes print and television interviews with national media. She has been invited to speaking presentations to organizations and conferences in Madrid, Stockholm, Paris, and states across the country.

National Telecommunications and Information Administration Policy Development

- Ms. Van Hook was principally involved in developing, communicating and representing Administration policy on the Telecommunications Act of 1996. She developed initiatives on advanced telecommunications networks, the Telecommunications Opportunity Program, the E Rate and funding for school connectivity, and children's television. Ms. Van Hook briefed the President and Vice President on media violence and the V-chip. Along with building a broad coalition among educators, non-profits, community networking organizations and private companies in support of a multimillion dollar grant program, Ms. Van Hook worked with the Administration and Congress to develop and pass a 300 person agency budget.

Federal Policy Analysis and Development

- At the U.S. House of Representatives Subcommittee on Telecommunications and Finance, Ms. Van Hook was principally involved in development and drafting of legislation impacting the communications, media and information industries.
- Ms. Van Hook negotiated closed captioning and video description requirements for the disabled; advised Chairman and Committee Members; conducted oversight, investigative and legislative activities relating to the telecommunications, media and information industries; served as principal advisor to the Chairman at hearings; wrote Committee reports, speeches and opinion pieces; analyzed agency and departmental budgetary requests; and conducted extensive work with Executive Branch, Federal Communications Commission, public interest groups and representatives of the cable, satellite, broadcasting, telephone and consumer electronics industries.

Jason A. Culbertson



EDUCATION:

Converse College; Spartanburg, SC
Educational Specialist Degree – July 2007
Summa Cum Laude

University of South Carolina; Columbia, SC
Master of Teaching Degree – May 2001
Summa Cum Laude

University of South Carolina; Columbia, SC
Bachelor of Arts Degree - December 1999
Major: History
Bachelor of Arts Degree – December 1999
Major: Political Science
Cum Laude

EXPERIENCE:

July 2009 – Present – *National Institute for Excellence in Teaching – Vice President of School Services.*
Responsibilities include: Directing all professional development and training activities including national conferences and summer institutes for TAP; TAP System Training Portal design and management; assisting districts and states plan and execute comprehensive school reform; grant writing; measuring fidelity of TAP implementation at various sites across the nation; providing on-site technical assistance as requested by partner projects; and communicating regularly with media outlets.

May 2005 – July 2009 – *South Carolina Department of Education – Executive Director, South Carolina Teacher Advancement Program; Project Director of Teacher Incentive Fund Grant.*

Responsibilities included: Providing technical support to schools; grant management and oversight; coordinating principals; directing budget creation and implementation; grant writing; classroom observations; expansion presentations; conducting quality control program reviews in South Carolina and other states; leading monthly professional development meetings; serving as liaison between data analysis companies and school districts; planning and hosting two national Teacher Advancement Program conferences; designing on-line data analysis software; recruitment of teachers; developing statewide policy; interviewing and selecting teachers, mentor teachers, and master teachers; assisting principals with creating master schedules; conducting annual job performance reviews of master teachers; assisting principal with reallocating funds to support or sustain programs; analysis of student data; curriculum calibration; drafting provisos; creating data management plans; communicating regularly with media outlets.

June 2004 – May 2005 - *Laurens School District 56– Bell Street Middle School, Master Teacher.*

Responsibilities included: Social Studies; Language Arts; assisted principal in administrative roles; designed a computer program to help students perform higher on standardized tests; mentored and coached teachers in all curriculum areas; led professional development twice weekly; designed and implemented school plan and long range plan; monitored and evaluated student teachers performed all regular classroom duties.

June 2003 – May 2004 - *Laurens School District 56– Bell Street Middle School, Mentor Teacher.*
Responsibilities included: Social Studies; team leader; parent liaison; monitored and evaluated student teachers; designed a curriculum map for 7th and 8th grade Social Studies; all regular classroom duties.

August 2001 – May 2003 - *Laurens School District 56– Bell Street Middle School, 7th and 8th Grade Teacher.*

Responsibilities included: Social Studies; parent liaison; head basketball coach; academic team coach; Beta Club sponsor; CHAMPS advisor; all regular classroom duties.

LEADERSHIP/AWARDS:

- Featured in *TIME* magazine (February 2008)
- Designed TEACHouse concept for subsidized teacher housing in rural areas
- Featured in *Newsweek* (November 2007)
- Featured on SCETV's *In Our Schools* (April 2007)
- Designed communications plan used by US Department of Education as national model
- Wrote and received over \$40 million in competitive federal grants
- Designed the Comprehensive On-Line Data Entry (CODE) system for schools
- Selected for Leadership Seminar through State Department of Education
- Featured speaker at numerous national conferences
- Featured in *Education Week* (June 2006 and March 2009)
- South Carolina Textbook Adoption Committee
- Featured in *US News and World Report* (June 2004)
- Selected as a South Carolina Curriculum Leader through Furman University
- Chair of the Social Studies Department

PRESENTATIONS:

- Culbertson, J.A., (2010) Retaining Effective Teachers, Yale School of Management Educational Leadership Conference, New Haven, CT.
- Culbertson, J.A., (2009) The TAP System, National Governors' Association Conference, Nashville, TN.
- Culbertson, J.A., (2008) Performance Pay for Teachers, Southern Legislative Conference, Oklahoma City, OK.
- Culbertson, J.A., (2008) South Carolina's Teacher Incentive Program, Arkansas Educator Conference, Little Rock, AR.
- Culbertson, J.A., (2008) South Carolina's Teacher Incentive Program, National Title II Conference, Washington, D.C.
- Culbertson, J.A., (2008) Outcomes Based Teacher Incentive Programs, South Carolina Education Oversight Committee, Columbia, SC.
- Culbertson, J.A., (2007) Designing A Pay for Performance Plan, New York City Charter School Association, New York, NY.
- Culbertson, J.A., (2007) The Teacher Advancement Program in South Carolina, Florida K-12 Education Network, Orlando, FL.
- Culbertson, J.A., (2007) South Carolina's Teacher Incentive Programs, Oklahoma Joint House and Senate Subcommittee on Education Reform, Oklahoma City, OK.
- Culbertson, J.A., (2007) Using Value Added Growth Analysis, Battelle Educational Conference, Columbus, OH.
- Culbertson, J.A., (2007) The Expansion of South Carolina's Teacher Advancement Program, Center for Comprehensive Educator Reform National Conference, Chicago, IL.
- Culbertson, J.A., (2007) Preparing for Success at a TAP School, Texas TAP Training, Austin, TX.
- Culbertson, J.A., (2006) Building a Career Ladder in Education, National TAP Conference, Hilton Head, SC.
- Culbertson, J.A., (2005) Preparing for Success at a TAP School, Florida TAP Training, Tallahassee, FL.
- Culbertson, J.A., (2004) Integrating Student-Created PowerPoints Across the Curriculum. South Carolina Middle School Association, Myrtle Beach, SC.
- Culbertson, J.A., (2004) Social Studies Curriculum Mapping, Mullins, SC.
- Culbertson, J.A., (2004) Innovative Social Studies Lessons K-12. Spartanburg District 1 Summer Social Studies Council, Spartanburg, SC.
- Culbertson, J.A., (2004) Innovative Lessons in the Social Studies. South Carolina Council for the Social Studies,

Greenville, SC.
Culbertson, J.A., (2003) Using PowerPoint simulations in the Social Studies. South Carolina Council for the Social Studies, Myrtle Beach, SC.

REFERENCES: Dr. Gary Stark
Chief Executive Officer, National Institute for Excellence in Teaching
306 Arlington Way
Springdale, AR 72762
(479) 263-4404

Dr. Allison Batten Jacques
Director, Office of Educator Preparation, Support, and Assessment
South Carolina Department of Education
3700 Forest Drive, Suite 500
Columbia, SC 29204
(803) 734-5842

Scott McMichael
President
Innovative Architects
3122B Hill Street
Duluth, GA 30096
(404) 409-3790

GLENN A. DALEY
Senior Researcher
National Institute for Excellence in Teaching
1250 Fourth St., Santa Monica CA 90401
(310) 570-4864
gdaley@talentedteachers.org

RESEARCH INTERESTS

Educational policy, finance, and program analysis. Teacher quality and instructional practices.

Performance measurement, principal-agent analysis, and hybrid governance in public management.

Public choice, institutions, and the interplay of policy analysis and public discourse.

Dissertation (completion expected 2010):

Value-Added Teacher Accountability: Reconciling Policy Goals, Data Constraints, and Modeling Methods. Committee: Susan Gates, chair, Dominic Brewer, Richard Buddin, and Vi-Nhuan Le.

EDUCATION

Pardee RAND Graduate School

Doctor of Philosophy in Policy Analysis. Expected 2010

Master of Philosophy in Policy Analysis. 2001

Honors: General Distinction on doctoral qualifying examinations. 2001

Member, Faculty Curriculum and Appointments Committee. 2001-2002

Electives: Quantitative Methods in Education Policy Analysis, Multilevel Modeling, International Economics, Incentives and Organizations, Welfare Reform, Sociocultural Diversity, History and Public Policy, Psychology and Policy Analysis, Technology and Policy, Long Term Policy Analysis, Business and the Environment, Weapons of Mass Destruction.

Atkinson Graduate School of Management, Willamette University

Master of Business Administration in Public, Private, and Not-for-Profit Management
(MBA/MPA dual accreditation). 1999

Honors: Beta Gamma Sigma and Pi Alpha Alpha

Representative, Curriculum Committee. 1997-1998

English writing tutor for international graduate students. 1996-1999

Electives: Benefit-Cost Analysis, Management Controls, Investments, International Finance, International Management, Marketing Research, Business & Economic Forecasting, Financial Reporting, Management Science.

Stanford University

Bachelor of Arts in English Literature and Creative Writing. 1979

Electives: Economics, Psychology, History, Demographics, Astronomy, Aerospace Science, Music, Comparative Religion, Classical Greek.

Football team equipment manager.

SOFTWARE AND DATABASE SKILLS

Expert: Stata, FoxPro/dBase, Excel, Word, LAUSD's Student Information Systems.

Experienced: SPSS, PowerPoint, Visio, SQL, BASIC, Pascal, EndNote, Access, AutoCAD, California Department of Education CBEDS, U.S. Department of Education CCD.

Glenn A. Daley

EXPERIENCE

National Institute for Excellence in Teaching

Senior Researcher. 2009-2010

Managing research and data systems for nonprofit organization with Teacher Advancement Program (TAP) currently in 229 schools nationwide.

Interact with program staff, evaluators, funders, local school staff, district and state staff, and independent researchers regarding program data and evidence of effectiveness.

Los Angeles Unified School District

Director of Program Evaluation and Research. 2006-2008

Chief Educational Research Scientist. 2006

Program Evaluation and Research Coordinator. 2004-2006

Professional Expert. 2003-2004

Managed research branch (up to 33 regular staff and \$8 million budget in 2006-2007, substantially reduced by subsequent budget cuts).

Oversaw charter school renewal evaluations, program evaluations for major district initiatives, and policy analysis unit.

Chaired Research Review Committee. Served on Superintendent's Cabinet.

School of Policy, Planning, and Development, University of Southern California

Instructor. 2003-2007

Taught the core course in Public Sector Economics for MPP, MPA, MHA, and PhD programs.

Recognized by students as Adjunct Professor of the Year (in a 3-way tie), 2005.

Urban Education Partnership, Los Angeles, California

Program Evaluation Consultant. 2002-2003

Assessed the student achievement and teacher retention outcomes of a teacher development collaborative supported by the Annenberg Foundation and the Hewlett Foundation.

RAND Corporation, Santa Monica, California

Doctoral Fellow (OJT roles as research assistant, junior policy analyst). 2000-2003

Participated in RAND research projects in governance of adult education, charter school operations and performance, teacher recruitment and retention, welfare reform, and cross-cultural training for international service workers.

Pardee RAND Graduate School, Santa Monica, California

Teaching Assistant in Econometrics. 2001

Teaching Assistant in Analytic Methods. 2001

International Air Academy, Vancouver, Washington

Waste Management, Inc., Portland, Oregon

Project Accountant. 1998-1999

Glenn A. Daley

EXPERIENCE (continued)

DEC Inc. and Columbia College of Business, Tigard and Clackamas, Oregon

Accounting and Strategic Planning Consultant. 1996-1998

Controller. 1994-1996

Instructor, Program Director, and Information Systems Manager. 1988-1996

Managed cash flow, general accounting, and budgeting activities for proprietary vocational schools. Managed compliance with federal and state regulations for financial aid programs.

Installed and administered Novell network and FoxPro database systems.

Taught courses in Microcomputer Applications, Accounting, and Business Management.

Directed vocational school programs in computer career fields.

Researched and wrote curricula on computer skills and customer service.

Employee of the Year Award. 1992

Computer Career Institute, Portland, Oregon

Instructor. 1987-1988

Taught courses in Microcomputer Applications and Programming in BASIC & dBase.

Portland Community College, Portland, Oregon

Instructor. 1983-1984

Taught Microcomputer Applications, Business Computing, and Programming in BASIC.

National Micro Distributors, Beaverton, Oregon

Operations and Technical Support Manager. 1984-1985

Streamlined customer service and shipping operations to reduce turnaround time.

Assisted development and led marketing introduction of the Magnum XT computer product line.

Self-Employed, Portland Oregon

Systems Consultant, Programmer, Trainer, Technical Writer. 1982-1990

Installed and supported Novell networks and other business computer systems.

Developed applications in Pascal, FoxBase, Lotus 123, and PageMaker.

Pegasus Computer Store, Portland, Oregon

Sales Consultant and Training Coordinator. 1981-1982

Developed computerized sales presentation and prospect tracking tools.

United States Navy

Officer Candidate, Officer Programs Recruiter, Assistant to Department Head. 1979-1981

Navy Recruiting Silver Wreath Award. 1981

Honorable discharge due to service-connected disability.

Reorganized departmental administrative systems and prospect tracking system.

Wrote market analysis and marketing plan for officer programs recruiting in regional district.

Bank of the West, Palo Alto, California

Vault Teller, Assistant Operations Officer. 1977-1978

Responsible for high-volume customer service operations and balancing branch cash.

Conducted statistical study of daily cash flows and developed algorithm to reduce cash on hand.

Glenn A. Daley

PEER-REVIEWED PUBLICATIONS

- Guarino, Cassandra, Lucrecia Santibanez, and Glenn Daley. 2006. "Teacher Recruitment and Retention: A Review of the Recent Empirical Research Literature." *Review of Educational Research*, 76:2.
- Guarino, Cassandra, Lucrecia Santibanez, Glenn Daley, and Dominic Brewer. 2004. *A Review of the Research Literature on Teacher Recruitment and Retention*. RAND, Santa Monica.
- Chau, Derrick, Dan McCaffrey, Ron Zimmer, Glenn Daley, and Brian Gill. 2003. "Students Served by Charter Schools." In: Zimmer, Ron, *et al.* 2003. *Charter School Operations and Performance: Evidence from California*. RAND, Santa Monica.
- Chau, Derrick, Glenn Daley, and Brian Gill. 2003. "Authorization, Governance, and Oversight of Charter Schools." In: Zimmer, Ron, *et al.* 2003. *Charter School Operations and Performance: Evidence from California*. RAND, Santa Monica.
- Daley, Glenn, Dina Levy, Tessa Kaganoff, *et al.* 2003. *A Strategic Governance Review for Multi-organizational Systems of Education, Training, and Development*. RAND, Santa Monica.
- Augustine, Catherine, Dina Levy, Roger Benjamin, Tora Bikson, Glenn Daley, *et al.* 2003. *Strategic Assessment and the Development of Interorganizational Influence in the Absence of Hierarchical Authority*. RAND, Santa Monica.
- Daley, Glenn. 2003. "Economics, Transaction Cost." In Rabin, Jack, ed. *Encyclopedia of Public Administration and Public Policy*. Marcel Dekker, New York.
- Daley, Glenn. 2003. "Economics, Welfare." In Rabin, Jack, ed. *Encyclopedia of Public Administration and Public Policy*. Marcel Dekker, New York.
- Naschold, Frieder, and Glenn Daley. 1999. "Learning from the Pioneers," "The Strategic Management Challenge," and "The New Interface Challenge." *International Public Management Journal*, 2:1.
- Daley, Glenn. 1980. "Leadership for Renewal," First Prize, Vincent Astor Memorial Leadership Essay Contest, *U. S. Naval Institute Proceedings*, 106:7.

CONFERENCE PRESENTATIONS

- National Teacher Advancement Program Conferences**, 2009 and 2010 (with Elizabeth Poda): "Using Value Added Data in the Classroom"
- American Educational Research Association**, 2009 (with Steven Frankel): "Value Added Evaluation of After School Programs"
- American Educational Research Association**, 2007: "Value Added and Standards Based"
- American Evaluation Association**, 2006: "A Case Study of a Collaborative Evaluation"
- California Educational Research Association**, 2005: "A Feasible Approach to Value-Added Modeling with California Standards Test Scores"

Glenn A. Daley

CONFERENCE PRESENTATIONS (continued)

American Educational Research Association, 2005 (co-author; presented by Nada Rayyes): “Practices for the Development of Professional Learning Community in Charter Schools”

American Educational Research Association, 2004 (with Derrick Chau and Brian Gill): “Balancing Support and Oversight: Exploring Chartering Authority Relationships with Charter Schools in California”

American Evaluation Association, 2003: “Monitoring Charter Schools: Organizational Challenges and Opportunities for Large School Districts”

Council of the Great City Schools, 2002 (with Joseph Braun): “A Systemic Approach to Retaining Qualified Teachers in Hard-to-Staff Urban Schools”

OTHER PUBLICATIONS

Daley, Glenn, and Lydia Kim. 2010. *A Teacher Evaluation System that Works*. National Institute for Excellence in Teaching, Marina del Rey.

Frankel, Steven, and Glenn Daley. 2007. *An Evaluation of After School Programs Provided by Beyond the Bell's Partner Agencies*. Research Support Services, Marina del Rey.

Daley, Glenn, and Rosa Valdés. 2006. *Value Added Analysis and Classroom Observation as Measures of Teacher Performance: A Preliminary Report*. Los Angeles Unified School District, Los Angeles.

Daley, Glenn, and Jessica Norman. 2005. *Learning from Charter Schools in Los Angeles*. Los Angeles Unified School District, Los Angeles.

Koetje, Michelle, and Glenn Daley. 2005. *Charter School Renewal Case Study: Canyon Charter School*. Los Angeles Unified School District, Los Angeles.

Daley, Glenn. 2005. “Value Added Analysis” sections in *Charter School Renewal Case Studies* for Marquez Charter School, Topanga Elementary School, Paul Revere Charter Middle School, and Camino Nuevo Charter Academy. Los Angeles Unified School District, Los Angeles.

Daley, Glenn. 2003. “Impact Assessment of the DELTA Teacher Development Collaborative.” Urban Education Partnership, Los Angeles.

Levy, Dina, Catherine Augustine, Glenn Daley, *et al.* 2001. “A Review of the Revised Draft Standards and Metrics Prepared by the DoD Office of the Chancellor for Education and Professional Development.” RAND, Santa Monica.

Daley, Glenn, Tessa Kaganoff, Susan Gates, *et al.* 2000. “A Review of the Draft Standards Prepared by the DoD Office of the Chancellor for Education and Professional Development.” RAND, Santa Monica.

Daley, Glenn. 1983, revised 1986. *User Manual: Dyna-Star Maintenance Management System*. Decision Dynamics, Inc., Lake Oswego, Oregon.

Miller, Robert, and Glenn Daley. 1983. *Contemporary Electronics Series*. McGraw-Hill, New York.

Miller, Robert, and Glenn Daley. 1982. *Microcomputer Literacy Program*. McGraw-Hill, New York.

**INDIRECT COST RATE AGREEMENT
NONPROFIT ORGANIZATION**

ORGANIZATION:

National Institute for Excellence in Teaching
1250 Fourth Street
Santa Monica, CA 90401

EIN: 20-2268389

DATE: JUL 15 2009

AGREEMENT NO. 2009-102

FILING REFERENCE: This replaces previous
Agreement No. 2008-054
dated: May 1, 2008

The purpose of this Agreement is to establish indirect cost rates for use in awarding and managing of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-122 applies. This agreement is issued by the US Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-122.

This Agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV - Approvals.

Section I - Rate(s) and Base(s)

| TYPE | Effective Period | | Rate | Base | Coverage | |
|-------------|------------------|----------|-------|-----------|----------|---------------|
| | From | To | | | Location | Applicability |
| Final | 12-01-07 | 06-30-08 | 11.5% | <u>1/</u> | All | All Programs |
| Provisional | 07-01-08 | 06-30-10 | 11.5% | <u>1/</u> | All | All Programs |

1/ Total direct costs less items of equipment, alterations and renovations, participant support, pass-through and the portion of each competitive bid sub-award in excess of \$25,000 regardless of the period covered by that sub-award.

Treatment of Fringe Benefits: Fringe Benefits applicable to direct salaries and wages are treated as direct costs.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is in excess of \$1,000.

Section II - Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the Organization and subject to OMB Circular A-122.

LIMITATIONS: Application of the rate(s) contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by the Organization, were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this Agreement are based on the accounting system in effect at the time the Agreement was negotiated. When changes to the method of accounting for costs affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs which will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the cost used to establish the fixed rate and the actual costs.

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments which affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

Section III - Special Remarks

1. This Agreement is effective on the date of approval by the Federal Government.
2. Questions regarding this Agreement should be directed to the Negotiator.
3. Approval of the rate(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.
4. If at a future date this organization receives Federal funding, an indirect cost rate proposal should be submitted to that Federal agency within ninety days of receipt of the award. If at that time, more than one Federal agency issues an award, the proposal should be sent to the agency providing the majority of Federal funding.

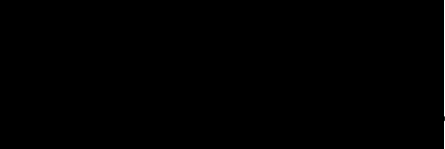
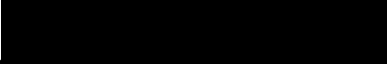
Section IV - ApprovalsFor the Nonprofit Organization:

National Institute for Excellence in Teaching
1250 Fourth Street
Santa Monica, CA 90401

For the Federal Government:

US Department of Education
Room 21C4, UCP
830 First Street, NE
Washington, DC 20202-4450

Name



Senior Vice President

Title

July 22, 2009
Date
Mary Gougisha

Name

Director, Indirect Cost Group

Title

JUL 15 2009

Date

Hanan Hardy

Negotiator

(202) 377-3574

Telephone

Internal Revenue Service
P.O. Box 2508
Cincinnati, OH 45201

Department of the Treasury

Date: **AUG 14 2006**

NATIONAL INSTITUTE FOR EXCELLENCE IN
TEACHING
% LEWIS C SOLMON
1250 FOURTH STREET 3RD FLOOR
SANTA MONICA CA 90401-1304

Person to Contact:
Mrs. Jones 31-03886
Toll Free Telephone Number:
877-829-5500
Employer Identification Number:
20-2268389
Advance Ruling Period Ends:
June 30, 2009

Dear Sir or Madam:

This is in response to your letter of July 11, 2006, regarding your tax-exempt status. We have corrected our records to reflect your new name.

Our records indicate that a determination was issued in March 2005 that recognized you as exempt from Federal income tax. Our records further indicate that you are currently exempt under section 501(c)(3) of the Internal Revenue Code, and are classified as a public charity under sections 509(a)(1) and 170(b)(1)(A)(vi) of the Code until the advance ruling period ending date shown in the heading.

Within 90 days from the end of the advance ruling period, you must submit to us information needed to determine whether you met the applicable support tests during your advance ruling period. This information is currently supplied on Form 8734, *Support Schedule for Advance Ruling Period*.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Grantors and contributors may rely on the determination that you are not a private foundation until 90 days after the end of your advance ruling period. If you submit the required information within 90 days, grantors and contributors may continue to rely on the advance determination until the Service makes a final determination of your public charity status.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,


Manager, Exempt Organizations
Determinations

Budget Narrative

Budget Narrative

Attachment 1:

Title: **Budget Narrative** Pages: **35** Uploaded File: **AR_budget_narr 07.02.10.pdf**

Increasing Educator Effectiveness and Student Achievement in Rural High-Need Schools

Budget Narrative

Under this Teacher Incentive Fund (TIF) grant proposal, NIET requests [REDACTED] from the U.S. Department of Education for a five-year grant to implement a comprehensive educator effectiveness reform in the Cross County (CCSD) and Lincoln Consolidated School Districts (LCSD), two rural school districts in the state of Arkansas. The funds will be used to implement TAP: The System for Teacher and Student Advancement in order to: 1) increase the percent of effective teachers through incentives and professional development, 2) increase the percent of effective principals through incentives and professional development and ultimately 3) Improve student achievement.

We have requested a decreasing amount of funding each year as our Partner districts will take an increasing responsibility for the performance bonuses. Funding requested in Year 1 is [REDACTED]; however Year 1 is a planning year. The first ten months of Year 1 of the project will be used as a planning period, and TAP will be fully implemented in all remaining years of the project. Funding requested in Year 2 totals [REDACTED] and will decrease to [REDACTED] in Year 5 of the project. The district partners will fund an increasing share of the performance bonuses each year by reallocation federal and state monies and anticipate to cover 100% of the cost of the performance awards starting in sixth year and beyond of the implementation of TAP in their schools.

| A: Federal Request | | | | | |
|--------------------|--------|--------|--------|--------|--------|
| ED 524 Category | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Personnel | | | | | |
| ████████ | | | | | |
| Travel | | | | | |
| Equipment | | | | | |
| Supplies | | | | | |
| Contractual | | | | | |
| Other | | | | | |
| ██████████ | | | | | |
| Total | | | | | |
| | | | | | |
| ██████████ | | | | | |
| ED 524 Category | | | | | |
| Personnel | | | | | |
| Fringe | | | | | |
| Travel | | | | | |
| Equipment | | | | | |
| Supplies | | | | | |
| Contractual | | | | | |
| Other | | | | | |
| Indirect Costs | | | | | |
| Total | | | | | |

Personnel and Fringe

School and District Level Personnel for Partnership Districts

The majority of personnel costs are related to building the capacity of current teachers and administrators in each school at the Partnership districts as well as supporting their instructional effectiveness through performance-based compensation awards. Each of the Partnership schools (two in CCSD and three in LCSD) will develop a TAP Leadership Team to support classroom teachers by master teachers (one per school in CCSD and two per school in LCSD) and selecting two mentor teachers from existing FTEs whose salaries will be augmented

with additional pay. Further, this project will provide recruitment incentives in the form of signing bonuses to help attract qualified candidates to fill vacant positions.

| Teacher Counts in Partnership Districts | | |
|---|-----------------|-------------------------|
| | Cross County SD | Lincoln Consolidated SD |
| Number of schools | 2 | 3 |
| Total # of Career teachers | 50 | 87 |
| Total # of mentor teachers (2 per school) | 4 | 6 |
| Total # of master teachers (1 per school) | 2 | 6 |
| Total # of teachers | 56 | 99 |

1) District Executive Master Teachers: Each Partnership district will hire a District Executive Master Teacher (DEMT) whose role is to provide guidance and support to the TAP Leadership Teams in the implementation of TAP in the schools in his/her district. (See page 59-60 in the Project Narrative for a full description of the position's responsibilities.) 100% of the DEMTs' time will be devoted to this project. [REDACTED]

[REDACTED] This starting salary is comparable to the salaries of other Executive Master Teachers in other TAP schools across the country. In subsequent years of the grant, the salary will be adjusted with an annual rate of 3% to account for cost of living adjustments.

2) Master Teachers: Master teachers serve as an instructional leader support teacher development. (See Multiple Career Paths on page 15 for more information.) This grant will fund one master teacher position at each of the Partnership schools. Lincoln will also fund one additional master position (i.e., the replacement teacher salary, augmentations, pay for additional days worked and related fringe) with their own funds so that each of their schools have two master teachers. To support their effectiveness we propose the following:

- Replacement teachers: Master teachers do not have an assigned classroom because they work primarily with teachers. As a result, the classroom position needs to be filled. The project includes the need for eight replacement teachers—two for CCSD and six for LCSD. And the grant will support one replacement teacher position for each school, totaling two for CCSD and three for LCSD. [REDACTED]

[REDACTED]

[REDACTED] In subsequent years of the grant, the salary will be adjusted with an annual rate of 3% to account for cost of living adjustments.

- Augmentations for Master positions: Each of the eight master teachers will be compensated with a salary augmentation \$9,000 for both districts throughout all years of the project. The grant will pay for the salary augmentation of one master teacher hired at each school site for a total of five augmentations for this project. This augmentation amount reflects the additional responsibilities master teachers take on and supports the districts' attempt to recruit and retain effective educators by providing substantial compensation. (See TAP Aligns to District Strategies to Address the Challenges of Recruitment and Retention on pages 16-18 for more detail.)
- Additional Days: Master teachers will be contracted to work an additional 20 days in order to meet the requirements of their position. The grant will pay for these additional days for two master teachers in CCSD and three in LCSD at a daily rate of [REDACTED] and [REDACTED] respectively, in Year 1. These rates are the daily rates of an average teacher salary in their respective districts for a 270-day work year. In subsequent years of the grant, the daily rate will be adjusted at an annual rate of 3% to account for cost of living adjustments.

3) Mentor Teachers: Each Partnership school faculty will be supported with two mentor teachers, which totals four mentor teachers in CCSD and six in LCSD. To ensure their effectiveness we propose the following:

- Augmentations for Mentor positions: Mentor teachers take on additional responsibilities beyond the typical classroom teacher while maintaining full FTE status and a full load of teaching responsibilities. In TAP, their additional service is compensated with a salary augmentation. In this project, the mentor teacher salary augmentation will be [REDACTED] for both districts throughout all years of the project and will be fully paid for through this grant. This augmentation amount is commensurate with the additional responsibilities mentor teachers take on and is aligned to Partnership districts' commitment to offering substantial pay in order to attract and retain effective educators in their schools. (See TAP Aligns to District Strategies to Address the Challenges of Recruitment and Retention on pages 16-18 for more detail.)
- Additional Days: Mentor teachers will be contracted to work an additional ten days in order to meet the requirements of their position. The grant will pay for these additional days at a daily rate of [REDACTED] or CCSD and [REDACTED] for LCSD in Year 1. In subsequent years of the grant, the daily rate will be adjusted at an annual rate of 3% to account for cost of living adjustments.

4) Substitute Time: Master and mentor teachers, and occasionally career teachers, need to travel to mandatory TAP-wide training sessions. We have allotted 15 substitute days at each of the TAP schools for each year to allow for this travel. The average daily rate for a substitute teacher in CCSD is [REDACTED] in LCSD.

5) Performance Bonuses:¹ Through this grant, we propose to provide the performance bonuses that certified instructional staff and administrators are eligible to receive as part of the TAP system. We will establish a bonus pool from which the year-end incentives will be calculated. It should be noted that actual performance bonuses could range from zero to significantly above this average number, since they are based on performance. The goal is to create the possibility for the most effective teachers and administrators to earn substantial annual performance bonuses. (See performance-Based Compensation in the TAP System on pages 29-31 for more details.) Because the bulk of Year 1 of the project will be serve as a planning period for this project, *performance bonuses will not be given until Year 2.*

The Partnership districts will assume a 12% share of performance bonuses beginning in Year 2 of the grant, and their share will increase to 25% in Year 3, 50% in Year 4 and 75% in Year 5 of the grant period. The district will contribute 100% of performance-based compensation to other personnel in all years, which fulfills the overall 12% match of performance awards in Year 2. To reach the 25% overall match in Year 3, the districts fund 100% of performance-based compensation to other personnel, as well as 15% of performance-based compensation to teachers and principals. The same concept guides the matching percentages for teachers and principals in Years 4 and 5. (See C(3): Funds to Support the Proposed Project on pages 63-64 for more details.)

- Teachers: As part of this [REDACTED] will be put into a school-based award pool for each teacher at both CCSD and LCSD. [REDACTED] represents approximately 10% of the average teacher salaries in both districts, which is a substantial amount. In Year 2, TIF funding will pay for 100% of the bonus amount [REDACTED]). In Year 3, grant

¹ Performance-based compensation is described under the Personnel section of this budget narrative because there are fringe costs related to these monies.

funding will cover 85% of the [REDACTED] [REDACTED]) while the Partnership Districts will contribute the remaining 15%. In Year 4, the grant will cover 57% ([REDACTED] and the Partnership districts will cover the other 43%. Finally, in Year 5, the grant will cover only 28% of the [REDACTED]) per teacher, and the Partnership districts will cover the remaining 72%.

- Principals and assistant principals: The award pool for principals and assistant principals will be [REDACTED] per administrator. In Years 2-5 of the grant, TIF funding will cover amounts corresponding to the aforementioned percentages, and the Partnership districts will pay for the remaining amounts per administrator.
- Other personnel: The Partnership districts plan to include the participation of all school staff, beyond teachers and administrators, in the performance-based compensation system. Therefore, all other personnel will be eligible for up [REDACTED] based on school-wide student growth. However, *100% of the cost of these bonuses will be borne by the Partnership districts as part of their commitment to the fiscal sustainability of the project in their schools; no grant funding will be used to pay these bonuses.* In CCSD, other personnel include: instructional aides, distance learning facilitators, bus drivers, cafeteria workers, and custodians. In LCSD, other personnel include: instructional aides, school nurses, secretaries and those working in fiscal services, maintenance and operations, daycare, transportation and child nutrition.

6) Recruitment Incentives: Partnership districts will offer signing bonuses ranging from [REDACTED] to [REDACTED] any effective teachers hired to fill vacant positions. We have budgeted for an average of [REDACTED] per vacant position, but principals have the flexibility to offer less or more to prospective teachers depending on their qualifications and the schools' needs. For the 2010-2011

school year (Year 1 of the project), CCSD has eight vacant positions and LCSD has seven vacant positions to fill. Assuming that newly hired teachers experience the supports and incentives the TAP system offers, we predict lower numbers of vacant positions for subsequent years, and have projected four vacant positions for both districts in Years 2-5 of the project.

| Cross County School District Personnel | Y1 # | Y2-5 # | Unit Cost | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|------|--------|-----------|--------|--------|--------|--------|--------|
| District TAP Staff | | | | | | | | |
| | | | | | | | | |
| Master Teachers | | | | | | | | |
| | | | | | | | | |
| Salary Augmentation | 2 | 2 | | | | | | |
| Additional Days (20 per master) | 40 | 40 | | | | | | |
| Mentor Teachers | | | | | | | | |
| Additional Days (10 per mentor) | 40 | 40 | | | | | | |
| Salary Augmentation | 4 | 4 | | | | | | |
| Substitute Time | | | | | | | | |
| Substitute Time (15 days/school) | 30 | 30 | | | | | | |
| Performance Awards | | | | | | | | |
| Teacher | 0 | 56 | | | | | | |
| Administrator | 0 | 2 | | | | | | |
| Other Personnel | 0 | 40 | | | | | | |
| Recruitment Incentives | | | | | | | | |
| Signing bonuses | 8 | 4 | | | | | | |
| Total CCSD Personnel Costs | | | | | | | | |

| Lincoln Consolidated School District Personnel | Y1 # | Y2-5 # | Unit Cost | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|------|--------|--------------|--------|--------|--------|--------|--------|
| District TAP Staff | | | | | | | | |
| ██████████ | █ | █ | | | | | | |
| Master Teachers | | | | | | | | |
| ██████████ | █ | █ | | | | | | |
| Salary Augmentation | 3 | 3 | | | | | | |
| Additional Days (20 per master) | 60 | 60 | | | | | | |
| Mentor Teachers | | | | | | | | |
| Additional Days (10 per mentor) | 60 | 60 | | | | | | |
| Salary Augmentation | 6 | 6 | | | | | | |
| Substitute Time | | | | | | | | |
| Substitute Time (15 days/school) | 45 | 45 | | | | | | |
| Performance Awards | | | | | | | | |
| Teacher | 0 | 99 | | | | | | |
| Administrator | 0 | 6 | | | | | | |
| Other Personnel | 0 | 90 | | | | | | |
| Recruitment Incentives | | | | | | | | |
| Signing bonuses | 7 | 4 | | | | | | |
| Total LCSD Personnel Costs | | | | | | | | |

The **rates of fringe for school and district level personnel costs** are as follows in Year 1 of the TIF project. We have increased the rate by an additional one percentage point each year of the project to account for projected increases in healthcare costs. No increase in fringe is budgeted for the performance bonuses. There is no related fringe for salary augmentations.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



Cost-Sharing and Fiscal Sustainability

The Partnership districts are committed to the ongoing implementation and success of this project beyond the five years of the grant period. As such, they will assume an increasing share of the teacher and principal performance bonuses, covering 75% of the award amount by Year 5 of the grant. (See C(3): Funds to Support the Proposed Project on pages 63-64 for more information including funding sources for the districts' cost share portions). As part of this match, both CCSD and LCSD have committed to paying 100% of the bonuses other personnel will be eligible for both during and after the project period. And specifically in LCSD, the district will fully fund (i.e., pay for the salary of a replacement teacher, salary augmentations, cost of additional days worked and related fringe) one of the two master positions at each school, for a total of three out of six master teachers in LCSD.

Both Districts – Cost Share for Performance-Based Compensation

| PERFORMANCE-BASED PAY CONTRIBUTIONS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | 5 YR TOTAL |
|--|---------------|---------------|---------------|---------------|---------------|-------------------|
| Total Cost of Instructional Staff PBC | \$0 | | | | | |
| <i>Cost Share % on Instructional Staff PBC</i> | 0% | 0% | 15% | 43% | 72% | |
| <i>Cost Share Amt on Instructional Staff PBC</i> | \$0 | | | | | |
| | | | | | | |
| Total Cost of Other Personnel PBC | \$0 | | | | | |
| <i>Cost Share % on Other Personnel PBC</i> | 0% | | | | | |
| <i>Cost Share Amt on Other Personnel PBC</i> | \$0 | | | | | |
| | | | | | | |
| Total Cost of PBS- All Personnel | | | | | | |
| <i>Total Cost Share Percent on All Personnel PBC</i> | | | | | | |
| <i>Total of Performance-Based Pay Cost Share</i> | \$0 | | | | | |

Both Districts – Cost Share for Fringe on Performance-Based Compensation

| PERFORMANCE-BASED PAY FRINGE CONTRIBUTIONS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | 5 YR TOTAL |
|--|---------------|---------------|---------------|---------------|---------------|-------------------|
| Total Cost of Instructional Staff PBC Fringe | \$0 | | | | | |
| <i>Cost Share % on Instructional Staff PBC Fringe</i> | 0% | 0% | 15% | 43% | 72% | |
| <i>Cost Share Amt on Instructional Staff PBC Fringe</i> | \$0 | | | | | |
| | | | | | | |
| Total Cost of Other Personnel PBC Fringe | \$0 | | | | | |
| <i>Cost Share % on Other Personnel PBC Fringe</i> | 0% | | | | | |
| <i>Cost Share Amt on Other Personnel PBC Fringe</i> | \$0 | | | | | |
| | | | | | | |
| Total Cost of PBS- All Personnel- Fringe | 0 | | | | | |
| <i>Total Cost Share Percent on All Personnel PBC- Fringe</i> | | | | | | |
| <i>Total of Performance-Based Pay Fringe Cost Share</i> | \$0 | | | | | |

| OTHER PERSONNEL CONTRIBUTIONS | | Y1 # | Y2-5 # | Unit Cost | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|---------------------------------|------|--------|-----------|--------|--------|--------|--------|--------|
| 3 Master Teachers in LCSD | | | | | | | | | |
| | | | | | | | | | |
| | Salary Augmentation | 3 | 3 | | | | | | |
| | Additional Days (20 per master) | 60 | 60 | | | | | | |
| Total Cost Share of 3 Master Teachers in LCSD | | | | | | | | | |
| NIET In-kind Contribution | | | | | | | | | |
| | | | | | | | | | |
| Total of Other Personnel Contributions | | | | | | | | | |

| OTHER FRINGE CONTRIBUTIONS | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|---------------------------------|--------|--------|--------|--------|--------|
| 3 Master Teachers in LCSD | | | | | | |
| | | | | | | |
| | Additional Days (20 per master) | | | | | |
| Total Cost Share of 3 Master Teachers in LCSD | | | | | | |
| | | | | | | |
| Total of Other Fringe Contributions | | | | | | |

Over the course of the grant, LCSD will fund one master teacher position per school, including associated replacement cost, salary augmentation, additional days, and fringe. NIET’s President and CEO will donate his time in-kind throughout the grant period.

Over the course of the five years of the grant, the Partnership districts will have contributed [REDACTED] towards performance-based compensation in their schools. Including the contribution LCSD is making to pay for three master teacher positions ([REDACTED]), the Partnership districts will have contributed [REDACTED] towards the implementation and sustainability of the TAP system in their schools.

National Institute for Excellence in Teaching Personnel

As the fiscal agent and invested partner in achieving high student achievement through effective teaching in the Cross County and Lincoln Consolidated School Districts, NIET will involve several key NIET personnel in this project. Their involvement is necessary to support the successful implementation of TAP at the school-level, to work with district and school leaders to build leadership capacity and to engage key stakeholders to ensure the sustainability of the project beyond the grant period. We have used representative salaries that represent programmatic assignments and responsibilities for current NIET personnel.

NOTES:

- *In Years 2-5 of the grant, NIET salaries will be adjusted at an annual rate of 4% to account for cost of living adjustments.*
- *Please refer to C(2): Qualifications and Responsibilities of the Project Director and Key Personnel on pages 58-59 for full descriptions of the qualifications, responsibilities and rational for the time commitment's of NIET key personnel as they relate to the project.*

NIET Key Personnel

1) Project Director (new hire): NIET will hire a project director who will dedicate 50% of his/her time to work with the TAP project in the Partnership districts including the development, launch and support of the partner LEA TAP project. This position will also work closely with NIET senior management, the District Executive Master teachers and school principals to support and oversee all aspects of TAP operations in the Partnership districts. In particular, the

Project Director will work closely with Mr. Culbertson, Senior Vice President of Services, in regards to TAP trainings, district leadership support, TAP school review and evaluation, and projects as assigned. In addition, the Project Director will oversee the grant budget and all reporting requirements. [REDACTED]

2) Data Specialist (new hire): NIET will hire a data specialist who will dedicate 50% of his/her time to work with the Project Director and the Partnership districts on all requirements of the grant. Responsibilities will include: research and data support, assisting the Project Director with appropriate reports to ED, working with the Partnership districts and the Project Director to manage teacher and principal evaluation and performance compensation data to ensure accuracy, working with the TAP Leadership Teams to help them understand and use these data, and assist the local evaluator and Glenn Daley, NIET Senior Researcher, in the research efforts. [REDACTED]

3) Dr. Gary Stark, NIET President and CEO: Dr. Stark will dedicate [REDACTED] of his time in-kind each year to overseeing the performance of TAP in the Partnership districts.

4) Dr. Tamara Schiff, NIET Senior Vice President: Dr. Schiff will dedicate 10% of her time to ensure proper oversight of the grant.

5) Kristan Van Hook, NIET Senior Vice President: Ms. Van Hook will dedicate 15% of her time in Years 1 and 5 and 10% in Years 2-4 of the grant period to provide communications management.

6) Jason Culbertson, Senior Vice President of School Services: Mr. Culbertson will spend 15% of his time in Year 1 and 10% in subsequent years to support and manage TAP trainings.

Mr. Culbertson will also provide direct supervision and support to the Project Director given his experience in the same role during a previous TIF grant award.

7) Glenn Daley, Senior Researcher: Mr. Daley will spend 15% of his time in Years 1 and 5 and 10% in Years 2-4 to ensure that the local evaluation is carried out effectively.

Other NIET Personnel

8) Teddy Broussard, Senior Program Specialist: Mr. Broussard works closely with NIET senior management to support all aspects of TAP operations, including traveling to TAP schools around the county helping to train the Leadership Teams and offer guidance and coaching, conducting school reviews, and other projects. He brings a wealth of information to the role, with more than three decades years of experience in education, including 18 as principal of Dozier Elementary School, a school of "Academic Excellence" in southwest Louisiana. Under this grant, Mr. Broussard will work with Jason Culberston to assist in the ongoing training and assistance of Partnership schools in their implementation of TAP. Mr. Broussard will dedicate 5% of his time to these activities.

9) Dr. Anissa Rodriguez, Senior Program Specialist: Dr. Rodriguez supports all aspects of NIET activities with the implementation and management of the TAP system, including TAP trainings, partnership support, TAP school reviews, evaluation and other projects. Prior to her role at NIET, Dr. Rodriguez was a regional coordinator and an executive master teacher with Texas TAP. Along with Mr. Broussard, Dr. Rodriguez will work with Jason Culbertson to assist in the ongoing training and assistant of Partnership schools in their implementation of TAP. She will dedicate 5% of his time to these activities.

10): Sarah Shoff, Policy Associate: Ms. Shoff's work includes assisting in the development and implementation of strategies to build support for NIET's education initiatives. She will work with

the Project Director to complete all reporting related to the grant and to be the liaison between the U.S. DOE and NIET, and will dedicate 5% of time for these activities.

11) Debbie White, Project Administrator: Ms. White will be responsible for the financial aspects of this grant's administration as well as audit preparation. Ms. White will be responsible for developing and implementing an overall management and reporting system for TIF grant funds. 10% of her time will be dedicated to these activities.

12) Lisa Shapiro, Research Assistant: Ms. Shapiro will assist with general grant administration, particularly as it applies to Dr. Schiff and Ms. Shoff's work with grant reporting. She will dedicate 5% of time to this role.

| NIET Personnel Costs | Y1 # | Y2-5 # | Unit Cost | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|------|--------|-----------|--------|--------|--------|--------|--------|
| Project Director (@50%) | 1 | 1 | | | | | | |
| Data Specialist (@ 50%) | 1 | 1 | | | | | | |
| Gary Stark (In-kind) | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Tamara Schiff (10%) | | | \$ | | | | | |
| Kristan Van Hook (Y1&5 @15%, Y2-4 @ 10%) | | | | | | | | |
| Jason Culberston (Y1 @15%, Y2-5 @ 10%) | | | | | | | | |
| Glenn Daley (Y1&5 @15%, Y2-4 @ 10%) | | | | | | | | |
| Teddy Broussard (5%) | | | | | | | | |
| Anissa Rodriguez (5%) | | | | | | | | |
| Sarah Shoff (5%) | | | \$ | | | | | |
| Lisa Shapiro (5%) | | | | | | | | |
| Debbie White (10%) | | | | | | | | |
| Total NIET Personnel Costs | | | | | | | | |

The **rates of fringe for NIET personnel** is [REDACTED] for Year 1 and increasing by one percentage point each year thereafter due to projected increases in healthcare costs. The fringe rate includes: 1) employer pay roll taxes (FICA, Medicare, SUI), 2) employee insurance (medical, dental, life, AD&D), 3) workers' compensation insurance, 403(b) plan match and 4)

employee parking. At NIET, fringe rates are different for each position. Therefore, these rates represent an estimated average across all NIET employees.



Travel

NOTE: The following estimates were used in calculating travel costs, unless otherwise listed:

- *Plane fare at \$500 per trip*
- *Lodging \$150 per night (plus 10% tax) = \$165/night*
- *Parking at \$25 per day*
- *Ground transportation at \$40 per day*
- *Meals and incidentals at \$50 per day*

School and District Level Travel for Partnership Districts

NOTE: For the purposes of calculating travel costs for TAP Leadership Teams members, we budgeted for nine people in CCSD (i.e., 1 principal, 1 master teacher and 2 mentor teachers per school for two schools plus 1 DMT) and 19 people in LCSD (i.e., 1 principal, 1 assistant principal, 2 master teachers and 2 mentor teachers per school for three schools plus 1 DMT).

1) TAP Summer Institute: The TAP Summer Institute (TSI) is a three-day/three-night annual training opportunity for TAP Leadership Team members. We have budgeted for all TLT members to attend the TSI annually. The location of the 2011 TSI has not been determined.

However this, and the subsequent TSIs that fall within the grant period will be held outside of Arkansas and will require travel by plane. Travel costs for this three-day, three-night trip will be \$1,340 per person.

2) Site Visits to Existing TAP Locations: To support the beginning stages of TAP implementation in the Partnership schools, TAP Leadership Teams, along with the DEMENTs, will make site visits to existing TAP locations to observe and meet with other TAP Leadership Teams and learn from their experiences. CCSD and LCSD Leadership Teams will visit other TAP schools in Louisiana, South Carolina and Texas in order to better address the unique needs of the rural school environments under which the Partnership schools operate. Leadership Team members and the DEMENTs will make two visits in Year 1 and one visit in subsequent years of the project. Each visit will be two-day, one-night and cost \$895 per person.

3) Recruitment Trips: In an effort to build a more qualified pool of applicants to fill vacant positions in Partnership schools, we have budgeted for the DEMENTs and another district official from each district to visit education schools in various colleges and universities throughout Arkansas in order to recruit prospective teachers to their district's schools. In Year 1 of the project, DEMENTs will make one local trip and one one-day, one-night longer-distance recruitment trip. For the local trip, we have budgeted \$100 per person to cover transportation costs (100 miles round trip at \$0.50 per mile) and meals and incidentals (\$50). For the one-day, one-night trip, we have budgeted \$390 per person to cover transportation (300 miles round trip at \$0.50 per mile), hotel (\$165), parking (\$25) and meals and incidentals (\$50). We have budgeted for one trip for two people per district for each subsequent year at a cost of \$390 per person.

4) DEMENT Meetings: Each DEMENT will travel to the other Partnership district twice a year as a part of their development and training in their responsibilities. These trips will involve

observations and collaboration with each other, as well as receiving support from the Project Director. Each trip will be a two-day, one-night visit and will cost \$590 per person, which includes \$300 for transportation (600 miles roundtrip at \$0.50 per mile for gas), \$165 for lodging, \$25 total for parking and \$100 for meals and incidentals for two days (at \$50 per day).

5) Annual National TAP Conference: The National TAP Conference is a four-day/three-night annual conference that brings together TAP teachers and administrators, district leaders, policymakers and others from across the country to focus on issues related to teacher effectiveness reform, including over 50 concurrent sessions led by practitioners who are implementing TAP and sharing best practices from TAP schools nationwide. We have allocated funds for all TAP Leadership Team members, the DEMENTs and three district administrators per district to attend the conference for a total of 12 attendees from CCSD and 25 attendees from LCSD. In 2011 the TAP Conference will be held in Los Angeles, CA. Locations for the conference in Years 2-5 of the grant period are not yet determined, but will likely be in either Los Angeles or the east coast. The cost for this trip will be [REDACTED] per person.

6) Annual Advisory Board Meeting: Each year, the Advisory Board will meet to discuss the progress of this grant in the partner LEA schools. The first meeting will occur at the headquarters of NIET in Santa Monica, CA. Thereafter, the meetings will occur locally, alternating between CCSD and LCSD every year. NIET will convene a TIF Advisory Board that will include: NIET's President (or designee), the TIF Project Director, the superintendent (or designee) from both the CCSD and LCSD, the two DEMENTs and a principal and teacher representative from each participating school. The TIF Advisory Board will meet annually to provide a consistent platform for systematic review of the status and improvement of the TIF project. Six participants from CCSD and eight from LCSD will attend these board meetings. Board meetings will be a

two-day, one-night trip. In Year 1 of the grant, all Partnership district participants will fly to California. This trip will cost \$895 per person. Thereafter, board meetings will be within the state of Arkansas and require ground transportation. These trips will cost \$590 per person, which includes \$300 for transportation (600 miles roundtrip at \$0.50 per mile for gas), \$165 for lodging, \$25 for parking and \$100 for meals and incidentals for two days (at \$50 per day).

7) Symposium to Promote Incentives for Teachers and Principals in Rural Schools: In Year 3 of the grant, NIET and the Partnership districts will host a symposium for rural schools in the state of Arkansas to learn about their efforts to promote educator effectiveness. (See TAP Aligns to State Strategies to Improve the Educator Workforce on pages 19-20 for more details.) This symposium will be a one-day conference held in Little Rock, Arkansas. We have budgeted for eight people in CCSD and nine people in LCSD to attend this symposium. These participants include: the district superintendent, two other district officials, the District Executive Master Teacher, principals from each school and one master and one mentor teacher representative from each of the districts. Although this will be a one-day symposium, Partnership participants will stay one-night in Little Rock due to the distance to Little Rock from their respective locations. Travel costs are \$490 per person and include: \$200 for ground transportation (400 miles roundtrip at \$0.50 per mile for gas), \$25 for parking, \$165 for lodging and \$100 for meals and incidentals for two days (at \$50 per day).

8) Required Grantee Meeting with US Department of Education: We have budgeted for the two District Executive Master teachers to attend the required grantee meeting each year of the project. This will be a two- day, one- night meeting to be held in Washington, D.C. and will cost [REDACTED] per person.

NIET Travel

1) TAP Startup Workshops (1, 2 & 3): TAP Leadership Team are required to go through intensive core trainings focused on the essential elements of TAP implementation. This training consists of three separate workshops focusing on three core topics: 1) the TAP rubric, 2) TAP clusters, and 3) TAP leadership development. The first two workshops are three-day sessions and costs [REDACTED] per person. The third is a two-day session and costs [REDACTED] per person. In Years 2-5, only new members of the leadership teams will need to participate in these trainings. We have budgeted travel costs for one NIET trainer to lead these three sessions at each district in all years of the grant. NIET training staff will be traveling from across the country (e.g., Louisiana, South Carolina or Texas) to the two districts.

2) Grant Monitoring: As fiscal agent for the TIF project, NIET will visit partner the Partnership districts each year on a quarterly basis to ensure proper oversight of the grant. These will be three-day, two-night visits. We have budgeted for the Project Director and an additional NIET staff person to make these visits annually. Trips will be made from NIET headquarters in Santa Monica, CA to the two districts. Each trip will cost [REDACTED] per person.

3) TAP Project Director Training: NIET will provide the Project Director with training to help support his/her efforts in ensuring the successful implementation of the project in the Partnership districts. The Project Director will attend two trainings each year that will be three-days and two-nights. These trainings may be individualized, or in conjunction with others trainings across the country. The Project Director will be based at the NIET headquarters in Santa Monica, CA. Each trip will cost [REDACTED]

4) DEMENT Training: A part of the Project Director's job description is to oversee and train the District Executive Master teachers. As such, the Project Director will meet with the DEMENTs on a

quarterly basis for each year of the grant and may coincide with the DMT visits to each other's districts. These trainings will each be three-day, two-night visits. The Project Director will be traveling from California to the Partnership districts. Each trip will cost [REDACTED]

5) Support Visits: In addition to visits to the Partnership districts to support and train the DMTs, NIET staff will make additional visits to help support and train TLT members as well as help develop certain activities for the grant, including a visit by the Project Director for the training on the principal 360-degree assessment as well as visits by the Project Director and another NIET staff for the development of the communications plan. We have projected up to five visits in Year 1, including one visit with two NIET staff, and four visits for each year thereafter. Each visit will be a two-day, one-night stay. Depending on the purpose of the grant, NIET staff will be traveling from Louisiana, South Carolina or Texas (training), California (program development) or Iowa (communications) to the Partnership districts. Each trip will cost [REDACTED] per person.

6) School Reviews: NIET will conduct annual school reviews in order to assess fidelity of TAP implementation according to a rubric that includes both quantitative (structural) and qualitative (quality) measures of TAP implementation. Each school review is a half-day visit, making these trips a two-day, two-night stay. We have budgeted for two NIET staff to make this trip annually at a cost of [REDACTED] per person. Depending on the availability of NIET training staff, they will be traveling from Louisiana, South Carolina or Texas to the Partnership districts.

7) Annual Advisory Board Meeting: We have budgeted for one NIET staff as well as the Project Director to attend the annual TIF Advisory Board meeting. This will be a two-day, one-night trip. The board meeting in Year 1 will be located in California, and will therefore require

no NIET travel. In the subsequent years of the grant period, the board meetings will be held in Arkansas and will require travel for both NIET staff. Each trip will cost [REDACTED] per person.

8) Symposium to Promote Incentives for Teachers and Principals in Rural Schools: Five NIET will participate in the symposium, to be held in Year 3 of the grant period. NIET staff will be traveling from California for a two-day, one-night trip at [REDACTED] per person.

9) Required Grantee and Topical Meetings with US Department of Education: We have budgeted for the Project Director to attend the grantee meeting each year of the project. For the TIF topical meeting, both the Project Director and one other NIET staff will be attending each year of the project. These will be a two- day, one- night meeting to be held in Washington, D.C. Including participants from the Partnership districts, there will be three representatives (Project Director and the two DEMTs) at the grantee meeting and two representatives (Project Director and one other NIET staff) at the topical meeting, as specified in the application. Each trip will cost [REDACTED] per person.

| | Y1 # | Y2-5 # | Unit Cost | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|------|--------|-----------|--------|--------|--------|--------|--------|
| TRAVEL | | | | | | | | |
| CCSD Travel Costs | | | | | | | | |
| TAP Summer Institute (3 day/3 night) | 9 | 9 | | | | | | |
| Site Visits Existing TAP Locations (2 day/1 night) | 18 | 9 | | | | | | |
| Recruitment Trips | 4 | 2 | | | | | | |
| DEMT Meetings (2-day, 1-night) | 2 | 2 | | | | | | |
| National TAP Conference (3 day/3 night) | 12 | 12 | | | | | | |
| Advisory Board Meeting (2 day/1 night) | 6 | 6 | | | | | | |
| Symposium (2 day/1 night) | | 8 | | | | | | |
| USDOE TIF Grantee Meeting (2 day/1 night) | 1 | 1 | | | | | | |
| Total CCSD Travel Costs | | | | | | | | |
| LCSD Travel Costs | | | | | | | | |
| TAP Summer Institute (3 day/3 night) | 19 | 19 | | | | | | |
| Site Visits Existing TAP Locations (2 day/1 night) | 38 | 19 | | | | | | |
| Recruitment Trips | 4 | 2 | | | | | | |
| DEMT Meetings (2-day, 1-night) | 2 | 2 | | | | | | |
| National TAP Conference | 25 | 25 | | | | | | |
| Advisory Board Meeting (2 day/1 night) | 8 | 8 | | | | | | |
| Symposium (2 day/1 night) | | 16 | | | | | | |
| USDOE TIF Grantee Meeting (2 day/1 night) | 1 | 1 | | | | | | |
| Total LCSD Travel Costs | | | | | | | | |
| Total District Level Travel Costs | | | | | | | | |

Travel, continued

| NIET Travel Costs | | |
|--|---|---|
| NIET Startup Workshop Training 1 (3 days/3 nights) | 2 | 2 |
| NIET Startup Workshop Training 2 (3 days/3 nights) | 2 | 2 |
| NIET Startup Workshop Training 3 (2 days/2 nights) | 2 | 2 |
| NIET Grant Monitoring (3 day/2 night) | 8 | 8 |
| TAP Project Director Training (3 day/2 night) | 2 | 2 |
| DEMT Training (3 day/2 night) | 4 | 4 |
| Support Visits (3 day, 2 night) | 6 | 4 |
| School Review (2 day, 2 night) | 4 | 4 |
| Annual Advisory Board Meeting (2 day/1 night) | 0 | 2 |
| Symposium (2 day/ 1 night) | | 5 |
| USDOE TIF Meetings (2 mtgs/yr, 2 day/1 night) | 3 | 3 |
| Total NIET Travel Costs | | |
| TOTAL COST/REQUEST FOR TRAVEL | | |

Equipment

1) Laptop Computers: All new positions will receive computers; these include the two DEMTs and the two master teachers in CCSD and three new master teachers in LCSD. Laptops will be purchased, as opposed to desktop computers, so that the DEMTs can use them on school sites and so that the master teachers can use them in various parts of the school such as during cluster meetings and classroom observations. We have budgeted \$2,000 for the cost of each computer. This amount reflects the typical cost of a laptop for business use and is reasonable for our budget. This purchase will be a Year 1 expense only.

2) Computer Printers: All new positions will also receive a printer for office use (DEMTs) and materials to support teacher development (master teachers), which we have budgeted at \$350 per printer. This amount is reasonable for an individual use laser printer. This purchase will be Year 1 expense only.

| | Y1 # | Y2-5 # | Unit Cost | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|------|--------|-----------|--------|--------|--------|--------|--------|
| EQUIPMENT | | | | | | | | |
| CCSD Equipment Costs | | | | | | | | |
| Laptop Computers | | | | | | | | |
| Computer printers | | | | | | | | |
| Total CCSD Equipment Costs | | | | | | | | |
| | | | | | | | | |
| LCSD Equipment Costs | | | | | | | | |
| Laptop Computers | | | | | | | | |
| Computer printers | | | | | | | | |
| Total LCSD Equipment Costs | | | | | | | | |
| | | | | | | | | |
| TOTAL COST/REQUEST FOR EQUIPMENT | | | | | | | | |

Contractual

In accordance with 24 CFR Parts 74.40-74.48 and Part 80.36, all contractual materials and services will be procured in an effective manner and in compliance with the provisions of applicable Federal statutes and executive orders.

District Level Contractual

1) Principal 360-Degree Assessment: The 360-degree assessment measures the effectiveness of a principal's key leadership behaviors that influence teacher performance and student learning.

We have allocated [REDACTED] administrator per year for the cost of using this instrument.

2) Principal Training: Principals will receive additional training specific to their needs as instructional leaders of their schools. This training will also include support in understanding how to implement and use the 360-degree assessment. We have allocated [REDACTED] each year of the grant to cover any costs for such training, including any associated travel costs for trainers.

3) Annual access to TAP Training Portal: TAP schools will have access to a state-of-the-art training portal, which will provide additional training and support to TAP schools. The TAP Training Portal provides TAP district leadership with access to training, certification and other TAP support and technical assistance materials, including videos, on-line. The portal also houses the Strategies Library, a collection of hundreds of proven instructional strategies that teachers can access at any time convenient for them. The TAP Training Portal will connect TAP leadership teams (i.e., principals, master and mentor teachers) across all TAP schools, providing them with the ability to support mutual growth and development. Partnership schools will use the TAP Training Portal in all years of the project. Access fees are \$[REDACTED] per school annually.

4) Comprehensive Data Management System (CODE): The CODE system will be used to collect and maintain data collected as part of TAP's comprehensive evaluation structure. The

annual cost of access to the management system is [REDACTED] per school. (See B(4): PBCS Includes a Data-Management System on pages 42-43 for more information.)

5) Value-Added Calculations: Each district will contract with a reputable vendor that is able to calculate both school-wide and classroom value-added results. Value-added calculations need to occur at the student and teacher level and are budgeted as such. In addition, it is necessary to establish a value-added reference group which is also funded through this project. Costs for making value-added calculations are \$2 per student at the participating schools, \$2 per student at the comparison schools and \$25 per teacher at the participating schools. (See “Characteristics for Proposed Grant District and Comparison District” chart on page. 10 of the Project Narrative for the number of students.)

NIET Contractual

1) Communications: Building and implementing a strong communications plan in the Partnership districts is key to developing support for TAP in their communities, for recruiting effective educators to their schools and for creating sustainability for the project beyond the grant period. Thus, we are using the first ten months of the grant period (October 2010 through July 2011) to develop a communications plan in order to fulfill Core Element A. (See Communication Plan on pages 53 for details on communications activities and timeline for completing each activity in order to meet Core Element A.) We have budgeted [REDACTED] for Year 1 during which we anticipate larger costs associated with hiring a public relations firm, developing and implementing a communications plan and related materials. Similarly, we have budgeted \$50,000 in Year 2-3 to accommodate costs for the rollout of the plan and the costs of publications and materials. We have budgeted \$ [REDACTED] for each the remaining years of the grant to be used to sustain the communications effort.

2) Symposium to Promote Incentives for Teachers and Principals in Rural Schools: This symposium, to be held in Year 3 of the grant will be held in Little Rock, Arkansas. We will contract with a hotel in the Little Rock area to provide a venue for a one-day symposium for 150 attendees. We have budgeted [REDACTED] to cover the costs of venue ([REDACTED], food ([REDACTED]0 at [REDACTED] per person) and materials [REDACTED]

3) Grant Evaluation: We will contract with a nationally recognized evaluator to assess progress toward the goals and objectives set forth in this proposal. The evaluation plan is described in the Project Narrative. See Selection Criterion D: Quality of Local Evaluation on pages 66-71 for more details on activities.) We have budgeted [REDACTED] annually for the development, data collection, analysis, and final reporting of the evaluation.

4) Audit: [REDACTED] has been budgeted annually for the cost of the A-133 audit associated with this grant.

| | Y1 # | Y2-5 # | Unit Cost | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|------|--------|--------------|--------|--------|--------|--------|--------|
| CONTRACTUAL | | | | | | | | |
| CCSD Contractual Costs | | | | | | | | |
| Principal 360-degree assessment | 2 | 2 | | | | | | |
| Principal training | 1 | 1 | | | | | | |
| Annual access to TAP Training Portal | 2 | 2 | | | | | | |
| Comprehensive Online Data Entry | 2 | 2 | | | | | | |
| Value-added calculations | 1 | 1 | | | | | | |
| Total CCSD Contractual Costs | | | | | | | | |
| | | | | | | | | |
| LCSD Contractual Costs | | | | | | | | |
| Principal 360-degree assessment | 6 | 6 | | | | | | |
| Principal training | 1 | 1 | | | | | | |
| Annual access to TAP Training Portal | 3 | 3 | | | | | | |
| Comprehensive Online Data Entry | 3 | 3 | | | | | | |
| Value-Added Calculations | 1 | 1 | | | | | | |
| Total LCSD Contractual Costs | | | | | | | | |
| | | | | | | | | |
| Total District Level Contractual Costs | | | | | | | | |
| | | | | | | | | |
| NIET Contractual Costs | | | | | | | | |
| Communications | N/A | N/A | | | | | | |
| Symposium | | | | | | | | |
| Grant Evaluation | 1 | 1 | | | | | | |
| Audit | 1 | 1 | | | | | | |
| Total NIET Contractual Costs | | | | | | | | |
| | | | | | | | | |
| TOTAL COST/REQUEST FOR CONTRACTUAL | | | | | | | | |

Other

NOTE: For the purposes of calculating other costs for TAP Leadership Teams members, we budgeted for nine people in CCSD (i.e., 1 principal, 1 master teacher and 2 mentor teachers per school for two schools plus 1 DEMENT) and 19 people in LCSD (i.e., 1 principal, 1 assistant principal, 2 master teachers and 2 mentor teachers per school for three schools plus 1 DEMENT).

1) TAP Startup Workshops Participation Fee: Training materials will be provided to supplement learning for TAP Leadership Team members during the startup workshops. Included in this budget is \$200 per attendee for materials for all three training sessions. We have budgeted funds to cover the materials costs for each school's TAP Leadership Team as well as the two DEMENTs in Year 1. In anticipation of turnover in the TAP Leadership Teams, we have budgeted for two leadership team members in CCSD and four members in LCSD in subsequent years of the grant.

2) TAP Summer Institute (TSI): The registration fee for the TAP Summer Institute is \$300 per person for Years 1 and 2 of the project. Fees will increase by \$50 for each of the following years. We have budgeted funds to cover the materials costs for each school's TAP Leadership Team as well as the two DEMENTs each year.

3) National TAP Conference: The registration fee for 2011 National TAP Conference will be \$300 per person in Years 1 and 2, with a \$50 increase budgeted for each year in Years 3-5. This fee covers most meals and all conference materials. We have allocated funds for all TAP Leadership Team members, the DEMENTs and three district administrators per district to attend the conference for a total of 12 attendees from CCSD and 25 attendees from LCSD.

| | Y1 # | Y2-5 # | Unit Cost | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|------|--------|--------------|--------|--------|--------|--------|--------|
| OTHER | | | | | | | | |
| CCSD Other Costs | | | | | | | | |
| Startup Workshops Participation Fee (TLT) | 9 | 2 | | | | | | |
| TAP Summer Institute | 9 | 9 | | | | | | |
| National TAP Conference | 12 | 12 | | | | | | |
| Total CCSD Other Costs | | | | | | | | |
| | | | | | | | | |
| LCSD Other Costs | | | | | | | | |
| Startup Workshops Participation Fee (TLT) | 19 | 4 | | | | | | |
| TAP Summer Institute | 19 | 19 | | | | | | |
| National TAP Conference | 22 | 22 | | | | | | |
| Total LCSD Other Costs | | | | | | | | |
| | | | | | | | | |
| TOTAL COST/REQUEST FOR OTHER | | | | | | | | |

Indirect Costs

Our funding request for indirect costs of direct expenses (excluding contractual) are as follows based on NIET's federally approved Indirect Cost Rate of [REDACTED]

| | Unit Cost | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|-----------|------------|------------|------------|------------|------------|
| INDIRECT | | | | | | |
| TOTAL COST/REQUEST FOR INDIRECT | 11.50% | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |

Total Costs

The total requested funds for the project are below:

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------------------|------------|------------|------------|------------|------------|
| TOTAL TIF REQUEST | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| TOTAL 5 YEAR TIF REQUEST | | | | | [REDACTED] |

The total project costs, federal and non-federal, are below:

| Total Project Cost | | | | | |
|--------------------|------------|--------|--------|--------|---------------|
| ED 524 Category | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Personnel | [REDACTED] | | | | |
| [REDACTED] | | | | | |
| Travel | | | | | |
| Equipment | | | | | |
| Supplies | | | | | |
| Contractual | | | | | |
| Other | | | | | |
| [REDACTED] | | | | | |
| Total | | | | | \$ [REDACTED] |